

PERSONAL

Women in Oxford, long expected to be simply grateful for being there, are getting very demanding. There is, for example, a lot of talk these days about sexual harassment. Because of my age, I don't really know what this is. But the women's group of the Students' Union (not to be confused, of course, with The Union) has issued a questionnaire, and subsequently published a paper, in which they expose the extent of the problem for women undergraduates.

Not very many people filled in or returned the questionnaire. But among those who did, there were, it seems, many causes of complaint. The majority of complaints were against fellow undergraduates: "The boy who lives on the same staircase as me won't leave me alone."

But senior members were by no means exempt. Some of them had apparently commented on a girl's clothes; others had refused to take her essays seriously. Many had been disagreeably jokey (and I do see that this is the hardest of all to bear: it is like the pub-culture within which women are "the ladies, god bless them").

The great question for the women's group is *What is to be done?* To whom should complaints be directed? It is no use saying "Why not complain to the persecutors?" "Being a man, the persecutor will not take a girl seriously on this subject, anymore than when she is trying to tell him about the mystery of *Edwina Dood*, or the dates of the Ptolemaea. He will excuse himself by yet one more reference to her feminine charms."

What is needed, the women's group suggests, is a woman for every girl to complain to: a female moral tutor for every girl in Oxford. I wouldn't fancy the job myself. I can imagine a certain embarrassment if I had to ring a man up and tell him to stop thinking about Emily's clothes and pay more attention to her essays; not to place his hand on Amanda's knee; not to creep up behind Kate's chair, or peer over her shoulder with the alleged purpose of looking at her text of *Thucydides*. It might poison one's relation with one's male colleagues.

But whether or not such a post would be readily filled, we ought to reflect how delighted the founders of the great women's colleges would be to find all this going on, 100 or more



Mary Warnock

years later; how totally vindicated they would feel in their insistence on chaperones whenever a girl went out to tea with a man; how wise their providence in insisting that a girl put her bed in the corridor when a gentleman came to visit her; how right to have colleges where women could look after not only the academic but the moral welfare of the first women undergraduates, totally unprepared as they were to look after themselves.

Besides the outcry about harassment, there is now a renewed enthusiasm in Oxford for Women's Studies. Other universities have them; Why

shouldn't we? Again it is remarkable how sympathetic this would be, what music in the ears of, for example, Sir Richard Livingstone, that widely respected educationalist, who, when vice-chancellor of the university, recommended that the women's colleges be removed from Oxford itself into the country, where a different curriculum, suited to women's needs, could be studied.

The Women's Studies advocates would deny that they were retrograde: on the contrary, they would regard their opponents as the conservatives, unwilling to face the true nature of the intellectual revolution demanded. For it is said that Women's Studies will rethink history, philosophy, literary criticism, even physics, chemistry and mathematics. All these subjects are not only male-dominated, but were male-created; invented by men, somehow for their own advantage. We do not yet know, so the argument goes, what women could create, so they ought to be given a chance to try.

Alas, I fear greatly that this argument is damaging to women. Apart from the inherent difficulty of starting women's mathematics *de novo*, forgetting all the masters who have

gone before, I believe that if a centre for Women's Studies were set up, women and men would become, all over again, polarized academically. Should men be allowed to read Women's Studies? Should women be allowed to read Men's Studies? The whole weary struggle for the two sexes to be allowed to read the same subjects; the long-drawn-out and bitter contest to show that women could pursue academic subjects as well as men, and could succeed in the very same competitions, would have to be fought all over again. Faced with the new feminists, it sometimes seems that the old feminists lived in vain.

And the old feminists are still needed. Tony Benn recently demonstrated this. I suppose we ought to be sorry for Tony Benn, these days. Myself, I have never much cared for him, since he once offended me when we were both undergraduates (though I cannot claim that he harassed me). I certainly do not like his attitude to women. Speaking on television of the way his party would, if they had the chance, have looked after the feeble, he listed "the handicapped, blacks, the poor, the sick and women". So *that's* where we belong.

ARISTIDES

Attention seeker

The winner of a £2,000 prize in an international poetry competition finds teaching poetry can be a frustrating experience.

Simon Kensdale, a 29-year-old English teacher at Ashburton High School, Croydon, has won the top award in a contest sponsored by the National Schizophrenia Fellowship. Mr Kensdale's winning entry, *The Package Deal*, is based on his upbringing in Africa and the Middle East as the son of a British Council representative.

Mr Kensdale's poetry, in a travel brochure style, the poem bills the "attractions" of touring a poverty-stricken developing country. "You pass through the famine areas in the dark: you won't see anything at all unpleasant," the agent assures would-be travellers.

Mr Kensdale finds it difficult to win a response to poetry from the lower ability classes he teaches, but he thinks satire often has the most impact.

One of his favourite poems for teaching is *Your Attention Please* by Peter Porter, a cold-blooded parody of the instructions issued to the population just before a nuclear attack. "It produced an amazingly good poem from one of my five-year pupils, totally unsolicited," recalls Mr Kensdale.

"Most kids have a good sense of humour, so they respond well to satire," he explains. But he thinks the reason behind this is disturbing. "Many children laugh everything off because they are not taught to think deeply about anything - they are treated as factory fodder."

He is also critical of teachers who over-emphasize creativity with less able groups. "They'll say 'right, right, right' to pupils who haven't learned the basics," he said.

Yet he agrees that his own academic background, public school and Cambridge, inhibited his writing.

Putting sugar on the bait

The frustrated Association of Metropolitan Authorities is likely to upgrade the job of education officer and reward it, in its increasingly desperate efforts to find a successor to Dudley Fiske.

Until now the salary has been related to that of an Under-Secretary at

Epitaph for a man of ideas

"I've had immense influence - you always do if you have a way with words," Brian Jackson, who died last weekend at the age of 50 while taking part in a "fun run" to raise money for one of his brainchildren, the National Children's Centre in Huddersfield, said that two years ago. It's not a bad

thing to say. Brian Jackson certainly had a way with words. His writing, in both prose and poetry, was a powerful mixture of "personal experience, insight, academic reading and corn" as one of his friends put it. But he had an even more unusual way with ideas, and ability to translate them into action.

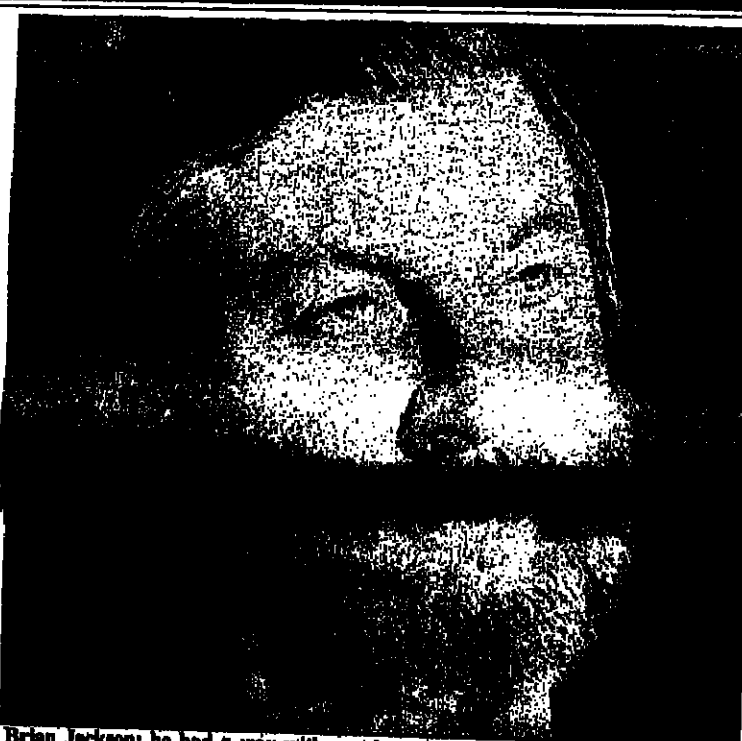
Jackson grew up in Huddersfield in a reasonably well-off working-class family (much better off than his grammar school assumed - perhaps they were misled by his refusal to wear uniform). He was always independent, and encouraged to be so by his unusual and imaginative mother - contemporaries remember him taking the bus to Sheffield on his own at the age of four.

At Cambridge University, reading English, he was much influenced by R. Leavis and Dennis Thompson. He taught in a village school along Sybil Marshall lines. His first important book, *Education and the Working Class*, appeared in 1962.

It was inspired by Michael Young at the Institute of Community Studies in Bethnal Green, and written with a Huddersfield contemporary, Dennis Marsden. It was based on interviews with their fellow students at Huddersfield grammar schools, vividly written and illustrated the culture clash that grammar schools presented to working-class boys and girls. It became

the DES, but the first trial in June at around £25,000 (plus London allowance) produced a disappointing response and prompted the new moves to try to attract a wider field. The final decision will rest with a sub-committee meeting at the end of the month, which will try to balance a higher salary against the chances of appointing an attractive candidate like a successful education officer.

The best possible timetable would then be an advertisement at the beginning of September, an appointment by the end of the month, and someone in post by next January. By that time, they will have been relying initially on standards for over a year. They may be



Brian Jackson, he had a way with words.

In 1962 Jackson also took over a powerful lever in the campaign for comprehensive schools. Michael Young's invention, the Advisory Centre for Education, which had just moved to Cambridge with a large overdraft. According to Lord Young, Brian Jackson's great strength was that "he didn't have a fear of failure - he was ready to start things on no resources."

Jackson transformed ACE from an advice centre for worried middle-class parents to a campaigning pressure group. He was one major inspiration in the federal thinking that led to the Open University. He also started down-to-earth projects like advice centres for parents in co-ops and at Butlins holiday camps. He left ACE in 1974 still with a large overdraft, but also a large reputation.

Jackson later campaigned for better pre-school care, and was best known for his sometimes controversial efforts to raise the standards of childminding. He also campaigned on behalf of Chinese children, education for

getting used to it, "but that doesn't make it any easier," says the AMA's deputy secretary, Alan Ormon, with considerable feeling.

They are beginning to realize forcibly now that the sort of small outfit run by the local authority associations is not everybody's cup of tea, especially perhaps for a CEO used to a supporting cast of thousands. Nor can demographic factors be overlooked. It is rarely the right time for the most ambitious careerists to uproot a family from schooling or a spouse's career and move to London, and the AMA is not the only educational institution currently having trouble filling a top job in the capital.

Lip service to vocal abuse

Neil Kinnock has been told to take a rest from public speaking. Not by Roy Hattersley or Peter Shore, which would have been perfectly understandable, but by his doctor.

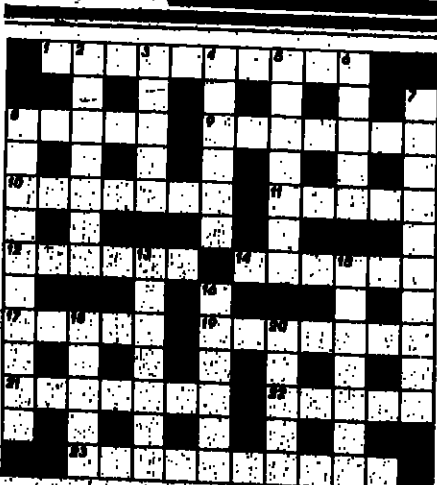
The Shadow Education Secretary's voice was obviously huskier by the end of the election campaign and finally gave way just before the opening of Parliament. His specialist let him speak in the debate, but told him not to make any more speeches for the next fortnight.

It is not, of course, the best time for an ambitious Labour front bench to stay silent, so Mr Kinnock is continuing to write speeches, but getting other people to deliver them for him. The organizers of the National Education and Training Conference at Birmingham on Tuesday even went to the lengths of hiring an actor to put over the Kinnock prose style in the manner to which it is accustomed. "You can't do anything less for a possible future PM," they explained.

The actor, Leon Tanner, hadn't had time to rehearse a Bedwelly III, but Kinnock was pleased with his performance.

He himself, he explained to my man on the spot, was "suffering from what they call vocal abuse."

No 109 CROSSWORD by Rufus



Down

- 2 Greeting in range.
- 3 Minister of the armed forces (5)
- 4 Guy your place? (6)
- 5 Very hard worker supports a mother (7)
- 6 Set great store by (5)
- 7 Resolves to discourage conversations (10)
- 8 Doesn't it have a service charge? (4,6)
- 9 A night at visitors (2,5)
- 10 He turns out to be an oriental conqueror (7)
- 11 It needs to grow by more development (6)
- 12 Trail tanks go on (5)
- 13 Fine about fifty for being late (5)

Across

- 1 Large air intake (4,6)
- 3 Given the sack, enthusiastic (6)
- 4 Play on words (7)
- 5 It's clear I'd be involved in whatever (7)
- 6 Combined a dogman with the French (6)
- 7 Possible company man (6)
- 8 Master-switch for the current (6)
- 9 Sort of what is loose (5)
- 10 One I look on for a job (7)
- 11 Pipe of peace (7)
- 12 Look a new stranger about for fingers (5)
- 13 Lachrymose for fingers (5)
- 14 Unit people (7,1)

Solutions to Puzzle No 108

THE TIMES

Educational Supplement

FRIDAY JULY 16 1993 NUMBER 3488

FIRST PUBLISHED 1910 PRICE 50p

Devon refuses to risk Government penalties for overspending

College must cut normal work to fund YTS

by Mark Jackson

A leading tertiary college is being pushed into cutting its mainstream student provision to make up the heavy losses it faces on the Youth Training Scheme. Its education authority is refusing to risk Government penalties by providing the college with the extra money it needs.

Devon County Council is taking the action that the local authorities have been warning the Education Secretary would be forced on them - subsidizing YTS courses at the expense of ordinary education. It has told Exeter College to find the £250,000 extra that the courses will cost out of its existing budget.

Colleges all over the country which have come to rely on MSC income to cover the cost of special courses - and often provide a better quality of education - have been cut to the bone.

The Government has refused to exempt any extra money that authorities decide to give the colleges from the tight limits it imposes on education spending, despite repeated representations which culminated in an unprecedented joint meeting between all the local authority associations and top Whitehall officials last month.

Some authorities, mainly the Labour-controlled cities, have decided to provide the money the colleges need, even though this will push their education spending over the top and mean penalty deductions from their rate support grant.

Mr Joslyn Owen, Devon's chief

education officer, was meeting representatives of the college administration and its governors this week to discuss ways of making the required cuts. Among the options are: dropping some A-level courses; excluding students from outside Exeter; a freeze on all staff appointments; and getting rid of part-time teachers.

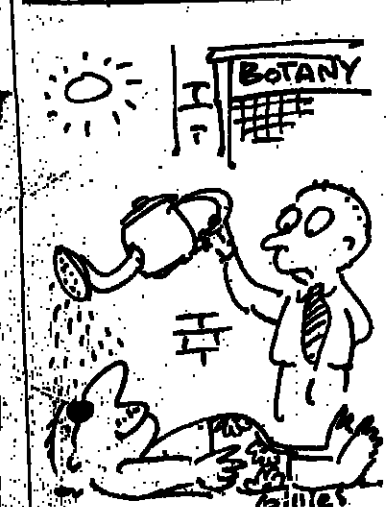
Meanwhile, the YTS courses due to start this week have been cancelled. The Devon careers service have been told to inform the trainees that the courses will not begin until next month.

A system to ensure that the Youth Training Scheme prepares all its trainees for a wide range of jobs - and even unemployment - is set out in a major report to the MSC which is published today. But after long negotiations, the report has been delayed.

The report, prepared by the Institute of Manpower Studies at Sussex University, details how, by grouping all jobs into one of 11 occupational "families", employers and other sponsors can train youngsters to develop the competency to tackle a variety of occupations.

In a preface to the report, Mr Geoffrey Holland, the MSC's director, says that the intentions of the scheme and will be tested out over the next year or two.

Training for Skill Ownership. Institute of Manpower Studies, Mantell Building, Sussex University, Falmer, Brighton BN1 9RF. £11.25.



Company takes the blame

by Hilary Wilce

The Falklands Islands Company has admitted it was entirely responsible for the plight of the 26-year-old British teacher who found "distressing" teaching and living conditions at the end of a 14 day journey to take up a job on the islands.

Ms Julie Carroll was recruited by the company to teach at the remote Fox Bay West settlement, but deserted her post within two days. She has now left the employ of the company and is due to take up a teaching job with the islands' government.

Mr Ted Needham, company chairman, told *The TES*: "Our people were less than diligent over this. I have made it pretty clear to them that it shouldn't have happened."

However, he was unable to say whether the children at Fox Bay were now getting any schooling, or whether work had started to improve conditions at the settlement.

There are more than 20 British teachers in the Falklands but the majority are employed by the Falkland Islands Government, either with or without a salary top-up of British money, and there have been no complaints of conditions from these teachers.

Julie Carroll's unhappy saga began when, after an 8,000-mile journey, no one met her at Port Stanley. She spent the night on a mattress on the floor of a sympathetic islander, and then travelled to Fox Bay.

Discouraging

New research has found that low pay is discouraging recruits to teaching.

Platform

John Gray and Ben Jones reanalyse the data used in a recent study of exam results, and come to very different conclusions.

NUT and race

The National Union of Teachers speaks out against racism in the classroom.

How special?

A report is published this week on the difficulties of specialist teachers in primary schools.

Work view

How industry thinks the YTS will really work.

White man's world

How even the best of human geography textbooks insult certain races.

Sir Keith voices fears on standards

by David Lister

Standards in schools and the curriculum will be among the chief concerns voiced today by Sir Keith Joseph, Education Secretary, in a major speech to the Council of Local Education Authorities' conference.

Sir Keith will, unusually, devote some attention to the primary school curriculum. He told *The TES* in an exclusive interview this week: "The primary schools I've been to are mostly very happy places but whether they stretch the child is a different matter."

On the subject of the curriculum, Sir Keith told *The TES* he was eagerly awaiting the return of HMIs from

Sir Keith Joseph interview - page 8

West Germany and France. Miss Sheila Browne, senior chief inspector for schools, has, at Sir Keith's urging, despatched inspectors to study what can be learned about curriculum methods, particularly in relation to low attainers and to study the contribution of parents.

Also in the interview Sir Keith hinted at an expansion of the government relationship, and he is likely to be questioned about reports that he wants to bring the MSC-run "Technical and Vocational Education Initiative under the DES. MSC chairman David Young told the conference that the MSC would be glad to let the TVEI go if the DES could find a way to fund it.

Meanwhile Sir Keith is holding consultations on the latest cuts announced by Mr Nigel Lawson, the Chancellor. Schools funded through the rate support grant will be spared, as the money to be saved out of current spending, £30m, will all come from areas under the DES's direct financial control. Universities will suffer along with DES administration costs.



The choir of St John's (above) and King's College schools in Devon. The choir of St John's is singing in the choir of St John's College this week. The event, which marks the start of the Cambridge Festival, coincides with news from the Choir Schools' Association that recruitment to its 39 member schools is slipping. The number of boys taking the voice test for chorister status at the schools fell from a peak of 21 per cent in 1980 to 14 last year.



Picture by Laurie Spurr/Network

Young fall into pay trap

by Biddy Passmore

Increases in young people's earnings since 1969, which have brought them closer to average adult earnings, have priced school-leavers out of jobs, according to a new study by the Department of Employment. This was especially true for young men, it found.

The study, which concentrated on the period 1969-81, contradicts earlier research that had found no significant effect of relative youth pay on unemployment.

Another central finding is that changes in youth unemployment are strongly associated with changes in the general level of employment but are generally more rapid.

The study, which is summarised in the latest issue of *The Employment*

Gazette, says the average earnings of young people relative to those of adults does not seem to have risen since the mid 1970s. But the relative pay of young men under 21 had been rising steadily throughout the post-war period and was then boosted sharply by the raising of the school-leaving age in September 1972.

For young girls under 18, relative pay had stayed roughly constant over the post-war period until 1972.

Relative pay and employment of young people, a study summarised by W. Wells of the Department of the Employment in the June issue of the *Employment Gazette*, available from HMSO.

Beggar's Opera; Beverly Anderson on fiction for black children; Rupert Christensen on Edmund Wilson; ancient history. German and English textbooks. 18-22

Resources/Media

Jackie Hardie on science materials and a "physics to work" exhibition. Robin Buss on a Channel 4 series on the Labour movement. 23, 24

THIS WEEK

COMMENT	2
PRIMARY	6
SCHOOL TO WORK	11
QUESTIONS	12, 13
LETTERS	14
PERSONAL, ARISTIDES AND CROSSWORD	48
CLASSIFIED	26



EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

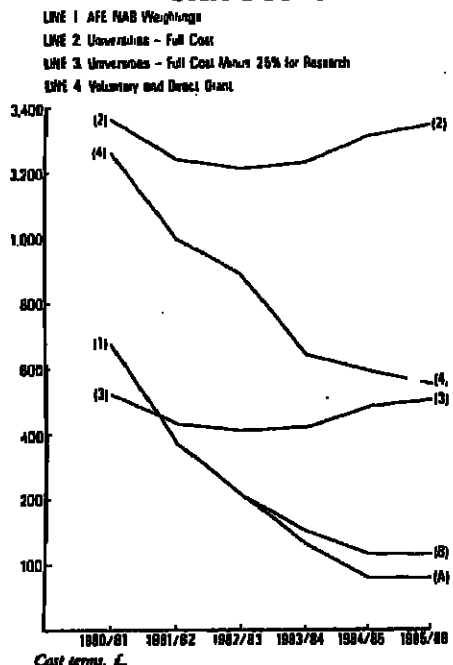
Don't shut the door in '84

Today the members of the committee of the National Advisory Body, the governing council of the organization which advises the government and the local authorities on public sector higher education, wait on Sir Keith Joseph to lay their doubts before him. Confronted with a prior decision that resources for advanced further education should come down next year by 10 per cent, first the NAB board headed by Mr Christopher Ball, and second, the NAB committee with Mr Peter Brooke in the chair, have been unable to come up with a recommendation: instead they have decided to make one more attempt to persuade Sir Keith to find more money in the hope that, by hook or by crook, they can prevent access to higher education being narrowed.

It is, of course, always possible to make out a strong case for spending more money on a good cause, especially in a world where employment opportunities are closing. But "more money" is rarely a real option. It is not a real option now when Sir Keith is faced with the need to make cuts in his 1983-84 budget of £25 million, and the arguments for next year's Rate Support Grant are far from favourable. More money, if it is to mean anything at all, can only mean a bigger share of a limited sum allocated to higher education: or, to put it another way, a change in the balance between universities and the public sector.

This is what today's meeting is about and this is why the universities will be following the argument closely. For many months now NAB has been examining the implications of a 10 per cent cut. The situation in the colleges has been

HIGHER EDUCATION: COMPOSITE UNIT COSTS



numbers since 1980 - an increase which was out of line with government policy, although in the recent election, the government took credit for it. As a result of this growth, spending on advanced further education has gone up instead of down. The 10 per cent cut proposed for 1984-85 is an attempt to bring colleges more

nearly into line.

The universities, on the other hand, have "cooperated" with the Government. Being dependent on the University Grants Committee for the main bulk of their recurrent funds, they have had no option but to follow the downward UGC projections of numbers and curb their entry in such a way as to preserve the "unit of resource". Preserving the unit of resource means keeping unit costs steady so that, in straitened circumstances, it is still possible to put the same volume of resources at the disposal of each student.

A straight 10 per cent reduction in numbers in the polytechnics and colleges would preserve the public sector unit of resource (provided i.e.s. also continued to draw on their own funds), but only at the price of a sharp reduction in opportunity for the 18-19-year-olds of 1984 and after. There are those in the polytechnics who believe this is what should now happen: that they should follow the universities, restrict their entry to preserve the unit of resource and put the blame on the Government for the real deal offered to the next generation of students.

This does not seem to be the prevailing view in NAB. A majority of members favours some sort of compromise on access if a 10 per cent cut must be accepted, and although no agreement has been reached, a lot of attention is likely to be paid to Mr Ball's stated view that a 7 per cent cut in entry numbers (meaning a 14 or 15 per cent cut in resources per student) is about as far as NAB can reasonably go.

If this is the recommendation which eventually goes to Sir Keith Joseph, and he approves it,

this would still involve a cut of 5,000 in the number of higher education places on offer in 1984, to an age group only marginally smaller than that from which the 1983 entry was drawn. (The public sector age participation rate would fall from 5.85 per cent to 5.4 per cent.) So far, the predicted fall in participation has been averted by the enterprise of the public sector and the willingness of the i.e.s. to "top up" spending from their own funds. Each turn of the local government financial screw makes it more difficult to overspend; Mr Jenkin's forthcoming Bill may effectively rule it out.

So the attention turns to the university sector. The figures published last week by the DES show a widening gap between the unit costs of the two sections of higher education. While, between 1980 and 1985, unit costs in advanced further education are projected to fall by 25 per cent (about £650 - £700 a head a year), those in the universities fall by only £20. Those who believe that the public sector has been right to go flat out to keep opportunities open are bound to note that it would be a fairly simple and relatively painless matter for the universities to take in 5,000 more students in 1984 without any increase in UGC grant. The unit resource would shade by less than 2 per cent.

This is what Sir Keith is likely to be told - if not by NAB in so many words, because university finance and numbers are outside its terms of reference, certainly by officials and interested parties, who rightly believe that it would be indefensible to cut opportunities in order to preserve a widening differential between the two sectors of higher education.

Muslim claims council rigged parents' meeting

by Bert Lodge and Diane Spencer

An education authority has been accused of planting Asian "touts" to disrupt parent meetings called to hear the implications of their children's school becoming Muslim.

The allegation was made in a letter from Mr Riaz Shahid, secretary of the Muslim Parents' Association, to Mr Gordon Moore, chief executive of Bradford city council.

Earlier this year the MPA made a formal request to have five schools in the city re-designated Muslim-aided. Since then the education authority has been carrying out consultations with the local community including parents' meetings at each of the five schools.

The meeting for parents of Belle Vue girls' school, the only all-girls secondary school in the city, was "doubtless stage-managed by the local education authority," Mr Shahid wrote.

He then gave the names and addresses of seven Asian men of whom none, he claims, has a daughter at Belle Vue school.

"The authority is trying to divide the Muslim community," Mr Shahid said.

Both Mr Moore and Mr Richard Knight, director of education, have denied emphatically that the meetings were stage-managed.

"We did our level best to make sure the only people who came were those

fathers named by Mr Shahid on her register but explained that girls did not always take their fathers' names so they would be filed separately.

Two of the seven told the TES that they had a daughter at Belle Vue. The rest could not be contacted.

Mr Shahid's letter also complains that while the Bradford authority had more than an hour to state their case the Muslim Parents' Association was not allowed to put forward its own.

"The purpose of the meeting was not to have a debate," Mr Knight said. "It was simply to report the proposals and receive views - like the procedure at a school closure meeting. We have told Mr Shahid that if he wishes to arrange a meeting where he can put his own views it is up to him. He wanted to try and turn the parents' meeting into a debate."

"The matter will come before an education sub-committee in September and Mr Shahid has been invited to attend."

Mr Shahid is well-known in the city as a forthright champion of Islam. For years he has pressurized the education authority into respecting the special needs of Muslim children and last autumn term a memorandum was issued to schools to make concessions in matters of dress and prayer facilities.

Halal meat will be supplied to Muslim children in some Bradford schools, an education sub-committee has agreed.

Mr Shahid said that the school will begin in September and if successful the ban will be extended. Halal meat requires that the animal be healthy and conscious at the point of death.

Invitations had to be produced at the door," Mr Knight said.

Mrs Patricia McElroy, head of the school, could trace only one of the

those who were critical of the reliability and objectivity of assessments they had seen will welcome the proposal for in-service training on assessment techniques.

Will the current Government enthusiasm for pupil profiles push a specific grant in that direction? It would certainly be more straightforward than tackling the other Inspectorate proviso, that the introduction in a school of a record of achievement needs to be accompanied by a review of the curriculum and of approaches to teaching.

Liverpool scores first with fixed-term ban

by Richard Garner

Liverpool has become the first i.e.s. to stop the use of fixed-term contracts for teachers as one of a series of moves which will give better job prospects to the newly-qualified.

The move by the new Labour rulers means that between 100 and 200 teachers employed on such contracts can now have a full-time job.

Local representatives of the National Union of Teachers warned there would be a repeat of the strike action last year if there were any attempt not to renew contracts.

Meanwhile, a deal has been struck between Labour-controlled Nottinghamshire County Council and its teachers which, according to both sides, will see a "dramatic reduction" in the use of fixed-term contracts from September.

Under the deal, newly-qualified teachers will be allowed to complete their probationary period in one school - and be guaranteed a permanent contract if they complete the probationary period successfully.

Mr Malcolm Anderson, NUT division secretary, said he felt it would cut down the use of fixed-term contracts by "about half" from its present figure of more than 200. Mr Peter O'Malley, the council's senior assistant director of education for schools, agreed that it would be a "dramatic" reduction.

The two deals have been clinched just as a clause is being sent out to all 104 i.e.s. in England and Wales from the Council of Local Education Authorities.

Authorities advising them that probationary teachers should be given contracts which are long enough to allow them to complete their probationary period.

However, in Labour-controlled Knowsley, teachers at two secondary schools - Parkway and Gonzaga in the suburb of Huyton were on strike this week after the authority had told two newly-qualified teachers on ten-month temporary contracts they were no longer required after the contracts had expired two weeks ago.

A proposal to close all county secondary schools in Liverpool and simultaneously to re-open a smaller number is contained in a document by the city's ruling Labour group published this week.

MSC's school role 'at an end'

by Mark Jackson

The Manpower Services Commission has "no further territorial ambitions" in the school system, Mr David Young, its chairman, said yesterday. He promised that the commission would confine itself to funding pilot projects of technical education, and leave the education service to run them.

"The success of the projects will depend upon the individual schools and colleges, headteachers, and teachers - our role is virtually at an end," he told the Council of Local Education Authorities conference at Canterbury.

Mr Young said that many of the doubts and fears expressed when the Technical and Vocational Education Initiative pilot programme was announced last December were well founded. They were about whether it would be interested in cooperating, and whether the scheme would be too narrowly based and divisive and against the concept of a comprehensive system.

"After all, in 1980/81 11 per cent of our school leavers left without any qualifications at all and a further 30 per cent left with only low-grade CSEs. In employers' eyes, nearly one in two of our young people left school with nothing to show for it."

In answer to questions later, Mr Young said that if the DES were granted the proposed education support grant he would expect it to take over the scheme, Sarah Bayliss writes.

Mr Ruth Gee, deputy Labour leader of the LEA, told Mr Young that authority had not applied to run a TVEI pilot scheme because it considered the MSC involved a threat to i.e.s. territory and finances.

Mrs Nicky Harrison, vice-chairman of the Council of Local Education Authorities and chairman of the education committee of the Association of Metropolitan Authorities, criticized the announcement of more TVEI projects: the first 14 pilot schemes should provide themselves before more were announced.

"What all these projects are not about is either a separate institution or a separate education or dealing with young people in any way differently from their peers, other than in the subjects they have chosen," said Mr Young.

"If our young people are to be prepared to change their occupational direction several times in their lifetime and are prepared to invest the effort to acquire higher skills, then they need a broad-based education - developing skills and interests for a fuller life."

"After all, in 1980/81 11 per cent of



Mr Neil Kinnoch, Labour education spokesman, surveys his shattered Ford Sierra following a dramatic 70mph crash on the M4 near Newbury on Wednesday. The car somersaulted for 100 yards after clipping a grass verge but Mr Kinnoch managed to crawl from the wreckage with only minor cuts and bruises.

Latin ousted by science

by Nick Wood

sory subjects up to O level.

The finding is totally at odds with the guide, *Curriculum 8-16*, which advised schools that every child from the age of 11 upwards should study five periods of Latin or classics a week.

First indications from the survey, due for September publication, which covers preparatory and senior schools attended by boys and girls, suggest that a small number of schools - primarily former direct grant grammar schools which are now attracting the most able youngsters - science has pushed Latin off the slate of compulsory subjects.

The finding is totally at odds with the guide, *Curriculum 8-16*, which advised schools that every child from the age of 11 upwards should study five periods of Latin or classics a week.

According to Mr Martin Rogers, chief master of King Edward's School, Birmingham, who is conducting the survey partly in response to criticisms voiced at last year's Headmasters' Conference, the traditional academic curriculum which is enshrined in the guide, is also under attack from other subjects such as computer studies.

The figures show the rate of return for teachers was very low in 1973 - just before the Houghton inquiry recommended massive increases in pay - and again in 1979.

The researchers add that the comparable rate of return for male teachers compared with their counterparts in other professions is worse than for female teachers.

Even with the rise given to teachers by the Clegg report the rate of return has continued to diminish. Between 1979 and 1981 the earnings of males as a whole rose by 40 per cent compared with between 26 and 34 per cent for teachers.

Report warns low pay will deter staff

Able young teachers are unlikely to be attracted to the profession in future because of its relatively low pay, according to new research.

The findings of the research are likely to be studied with keen interest by teachers' leaders who will be meeting local authority representatives next week to discuss ways of collating background information for future pay negotiations.

The research, compiled by Mr R A Wilson and colleagues at the Institute for Employment Research at the University of Warwick, and published in *Higher Education Review*, warns that its conclusions will "undoubtedly result in serious problems of recruitment of able young teachers".

The researchers have produced figures which show that the financial rewards for teachers have slumped in comparison with similar professions.

They conclude that the reduction in jobs and scaling down of the profession have so far prevented the problem from becoming too acute but add: "As the economy recovers from the recession and if the educational participation rate rises this situation could soon change."

"Any further deterioration in the relative pay of teachers could therefore cause very severe difficulties."

The figures show the rate of return for teachers was very low in 1973 - just before the Houghton inquiry recommended massive increases in pay - and again in 1979.

The researchers add that the comparable rate of return for male teachers compared with their counterparts in other professions is worse than for female teachers.

Even with the rise given to teachers by the Clegg report the rate of return has continued to diminish. Between 1979 and 1981 the earnings of males as a whole rose by 40 per cent compared with between 26 and 34 per cent for teachers.

London award rises by 5%

More than 100,000 teachers living in London and the Home Counties are to receive a 4.975 per cent rise in their cost-of-living allowances - backdated to April 1.

Under a deal agreed in the Burnham committee, which negotiates teachers' pay, the allowance for teachers working for the Inner London Education Authority, Barking and Dagenham, Brent, Ealing, Haringey, Merton and Newham will rise from £939 a year to £987. The allowance paid to those working for other London boroughs will rise from £615 to £645 and for those in the Home Counties from £246 to £258.

The deal will cost i.e.s. just over £3m.

Art in the front line

"School 8 is a small secondary school situated at the edge of what used to be a densely populated area. It is built, like the surrounding houses and factories, of griststone darkened by industry. Its entrance is approached by way of a narrow yard..." One of the many merits of the DES report *Art in Secondary Education 11-16* (page 19) is its determination to stick to local realities rather than to spiral off, as so many other arts reports have done, into numbingly vague generalities. By describing in detail the circumstances in which art is taught in 14 carefully chosen schools, and by identifying as far as possible the teachers' underlying rationale in each, the Inspectorate have done signal service.

Second opinion

What is the problem - our children or us?

How unfortunate that Brian Tyler, as reviewer of *Flying into the Wind* (TES, July 1), did not feel free to debate the issues raised in the film rather than to defend his own ubiquitous professional stance. As the writer of the film, I feel no need to defend it or to pick around the holes in Mr Tyler's review. The film stands not just as a product of one mind, but of many.

But, in the hope of furthering a constructive debate, I would like to articulate something of the point of view which influenced me in the writing of the film.

The film is not simply about dyslexia;

is it the pros and cons of deschooling. It is much more a film about our attitudes - as adults, parents and teachers - to our children, and the ways we expect them to grow up in the world they of necessity inherit from us. The film begins with the assumption that, from birth, we all have within us a natural instinctive urge to explore, grow and change. That is, to learn.

Having recently looked down a list of 15 major points to watch out for in the recognition of the dyslexic child, I discover that, as a child, I would have qualified for at least eight of these categories. Many years later, my reading ability persists in being painfully slow, my spelling ability is poor and I still write illegibly with my left hand.

Perhaps it is this kind of experience which gives me a growing sense of distrust of our constant inclination as adults and parents to see our children as having "problems", as being "problematic". Once a child is in school, as parents we become anxious and preoccupied as to whether our child is

dull, normal or bright; if he or she is going to do well in school, stay out of trouble, pass the exams and be a success.

The child inherits the school. It is an established circumstance, which the child enters on trust. The parent introduces the child to school and the child trusts the parent.

The child who does well at school is most likely to be regarded as the best example of the "normal" child. Most schools are run by adults who did well at school and therefore regard themselves as being normal. A child who does less well at school is often regarded, at best, as a little dull and in a lot of cases as a slow learner or maladjusted, subnormal (ESN).

Perhaps it is this kind of experience which gives me a growing sense of distrust of our constant inclination as adults and parents to see our children as having "problems", as being "problematic". Once a child is in school, as parents we become anxious and preoccupied as to whether our child is

found among the variety of forms of record, test and graded test now increasingly being tried as an alternative or supplement to public examination results.

That is not to say that the Inspectorate does not accept the use of such achievement records as an important development. This timely analysis of what is happening, and what is right as well as wrong with current practice, is indeed a recognition of the urgent need to nurse it along in the right direction. Too many schools have been working in isolation, they say.

It needs first to be clear who the profiles should be about, who they are for, what they should include, and indeed what they are for. Difficulties could arise if they were available only for a limited group; and local employers, pupils and the careers service need to be involved in their preparation.

So do many more teachers, and pleasure at seeing our five-year-old learn to read is also accompanied by a certain sense of relief. The child who does well is promoted within the system; the child who does less well is downgraded; and the child who falls to function is seen as a "problem" and categorized as "abnormal".

Yet, in a different cultural setting, the same "abnormal" problem child - including the child categorized as dyslexic - could easily prove to be the one to excel and hold the advantage. Most people feel isolated when unable to perform tasks others find easy. Even with the finest of intentions, to label that person as "abnormal" (and never mind the euphemisms, children are quick to see through those) or to recognize the child's "problem", may only increase their sense of isolation. Having recognized the child's problem, we, as adults, provide the solution - an unenviable task which is often totally unacceptable to the child.

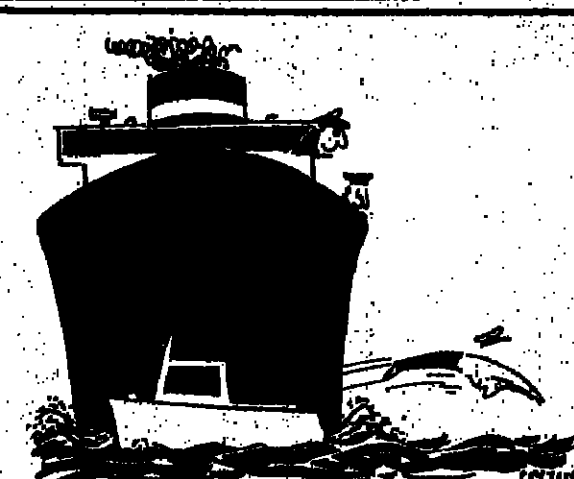
David Leland

The child inherits not only the school but also the consequences of its inefficiencies. Between 1960 and 1976, the number of children labelled as maladjusted rose by 683 per cent. This is just one category, and it is still rising. Children are quick to perceive that they have been singled out as being different or in need of special treatment. Recognition that the child has a problem may not be enough.

Perhaps, what is missing is the realization that the greatest problem our children have to face may well be us. Our children are born with a natural instinctive urge to change. As adults, parents and teachers, how can we regard that instinct for change within ourselves in order to meet the growing, urgent needs of our children?

David Leland

David Leland is the author of a series of four television plays dealing with education. Made in Britain, the fourth play in the series is reviewed on page 19, *Letters*, page 14.



IT HELPS TO TAKE TIME OFF

TAKE TIME OFF IN PARIS - AMSTERDAM - BRUSSELS - BRUGES - GENEVA - LUXEMBOURG - BOULOGNE - ROUEN - DIEPPE - ARDENNES - IRELAND - INDIVIDUAL HOLIDAYS - WRITINGPHONE - TIME OFF - 2A CHESTER CLOSE - LONDON - SW11 - 01-235 8070

PLATFORM

We began our parallel analysis of the issues raised by Dr Marks, Lady Cox and Dr Pomian-Szednicki (hereinafter MCP for short) on the day they published *Standards in English Schools*. Despite our criticisms of their study, we were quite prepared to find that we would end up by confirming their claim that pupils within a selective system obtained better exam results. Where we would differ, we reasoned, would be in our estimates of the size of the differences between the two sectors and the significance we placed upon them.

We had several reasons for holding this view. We felt that schools in the selective sector might focus more exclusively on exam results. Previous research suggested that data of the kind available (grossed-up at the i.e.a. level only) were too insensitive. Many of the schools dubbed comprehensive would be comprehensive in name only, and, finally, we were impressed by their claim that they had controlled for social class, if only weakly.

In undertaking our parallel analysis we felt it important to keep as closely as possible to the approach MCP had used. As a result of doing precisely that, our views have changed. We could find no evidence in the data to suggest that a more selective system would produce better overall results than a comprehensive one.

We reached this very different conclusion for two simple but important reasons. First, like MCP, we controlled for social class, but in a way that was more sensitive to variations in the composition of individual i.e.a.s; and second, we were only interested in whether selection made a difference after we had controlled for differences in social class.

The first step in reaching our overall conclusion was to construct a database with the same characteristics as MCP's. We employed the same sources for our data, with the major exception that we used DES statistics to obtain our measures of i.e.a.s' exam results.

Four overall measures of exam success were available to us but, for reasons of space, we shall concentrate on the most sensitive, namely the proportion of five or more O'level/CSE grade 1 passes. We had data on all the 63 English i.e.a.s for whom the DES publishes detailed statistics.

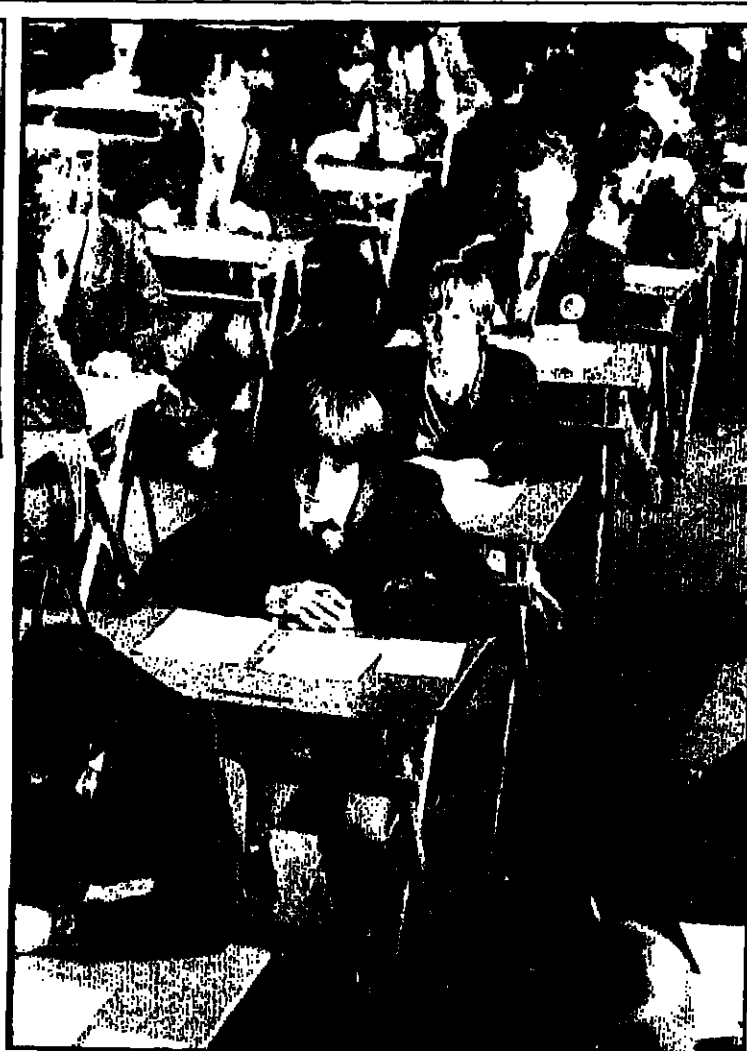
Our data shared the basic characteristics of MCP's in all major respects. We obtained the same national average for the proportion in grammar schools and the same overall relationships between different measures. Indeed, in the important case of the relationship between our measures of exam results and their measure of social class, the correlations were virtually identical (0.66 compared with 0.67).

These considerations encouraged us in our belief that if MCP's findings were as "robust" as they claimed, they would be capable of replication on our data.

We reported last week that when MCP controlled for social class they employed procedures which attributed only about 30 per cent of the differences in exam results between i.e.a.s to the social class factor. This



John Gray (above left) and Ben Jones take a second look at a recent study of exam results: a reanalysis of the relevant figures shows why "misleading comparison" could be "mischievous and sensational".



Disappearing data

left a massive 70 per cent apparently attributable to differences in i.e.a.s' performance and other factors which MCP had attributed to social class.

We were sceptical whether MCP's measure of social class (the percentages of children in an i.e.a. in semi-skilled or unskilled households) controlled adequately for differences in the social composition of individual i.e.a.s. It seemed a useful start but we had not encountered an analysis based exclusively upon it before. Our scepticism was increased when we consulted the relevant DES study and discovered that it had been essentially an exercise designed to differentiate between i.e.a.s in terms of social factors relating to educational disadvantage.

It goes without saying that levels of disadvantage in an i.e.a. are by no means always the mirror-image of levels of advantage. We therefore went back to the same source which the DES had used and constructed a measure of social advantage in order to provide a more balanced picture of each i.e.a. We chose the percentages in each i.e.a. who were in professional

and managerial jobs. (We also explored several other measures based on the 1981 Census which gave us very different results.)

Controlling for social advantage as well as disadvantage had a marked effect on the proportion of differences in exam results that we could explain, raising it from about 30 per cent in MCP's case to just over 70 per cent in ours.

Of course, this still left something to be explained by other factors. But the trend in this and the further analyses which we undertook was clear-cut and consistent. The more accurately our measures of social class (and related factors) reflected the actual circumstances of individual i.e.a.s, the greater the proportion of the differences in exam results between i.e.a.s that could be attributed to them. We were none the less interested in whether there was still a relationship between MCP's "index of selectivity" (based on the percentages of pupils in each i.e.a. in grammar schools) and better exam results. Again we followed exactly the same statistical procedures they had employed, which are widely used by educational researchers (see MCP's tables 10 and 13).

To our surprise we found that, after we had controlled for differences in social class, knowing the "extent of selection by ability" did not enable us to explain any more of the differences in results between i.e.a.s. The "robust" relationship reported by MCP had entirely disappeared.

Because we had some doubts about whether MCP's "index" actually measured what they wanted it to measure, we explored some other measures on their behalf including the percentages of pupils in each i.e.a. who were in selective schools (grammar or secondary moderns) and whether an authority was fully comprehensive or not. In each case, however, the results were equally disappointing - the extent of selection by ability did not make a difference.

There was one exception to this conclusion. We did find that somewhat higher proportions of pupils left with some graded results (however poor) in fully comprehensive authorities compared with the remainder. Averages computed across i.e.a.s masked local differences and, within any given i.e.a., one form of organization may well seem more effective than another. But, nationally, we conclude

that there was no evidence in the data to support the view that a fully selective system would secure better results.

For the past six months, we have been working with schools and i.e.a.s with varying patterns of school organization. Our mutual concern has been to establish what it is reasonable to expect from schools by way of exam results.

So is it the case, as MCP suggests, that pupils at some comprehensives obtain four times as many O level passes as pupils at others? Yes, it is. But we have found such comparisons about as helpful as the observation that pupils at grammar schools at present obtain four times as many passes as those at secondary moderns.

Our work to date does, however, offer some pointers, although these must be regarded as subject to revision as more schools and i.e.a.s offer us data for analysis.

So far we have established that up to 80 per cent of the differences in exam results between schools may be explained by differences in the social and intellectual composition of their intakes. Even quite rough and ready measures of intakes (such as social class of catchment area) seem to explain quite large proportions of the differences; more valid measures (such as tests of attainment at entry) seem to explain still more.

We have also found that we need different rules of thumb to assess schools with different kinds of intake. Take two comprehensive schools both of which serve similar middle-class populations. One achieves outstanding results, the other average ones. Pupils at the former are likely to obtain just one O level pass more apiece than those at the latter. Such differences are, of course, well worth knowing about.

Among comprehensives serving socially disadvantaged areas the overall totals of passes per pupil will be much lower; as will the differences between them. In this case what will distinguish an outstanding comprehensive from a merely ordinary one is likely to be half an O level pass per pupil or a single CSE grade 3. Again, such differences merit attention.

To describe the exam results of a school whose pupils average just over three CSE grade 3 passes each as "excellent" and "outstanding" may not come easily. But the logic of developing a system which evaluates schools in proportion to what they can realistically be expected to achieve demands it.

We ourselves are still some distance from fully understanding what it is reasonable to expect from individual schools and what makes one school more effective than another. But, in the meantime, we believe misleading comparisons should be recognized for what they are because they are liable to give rise to mischievous and sensational comment.

Dr John Gray is a lecturer in education at Sheffield University and directs the SSRC-funded Contexts Project into the use and interpretation of exam results. Ben Jones is a research fellow of the project.

NUT warns of increase in racist recruiters

by Richard Garner

Racist organizations are stepping up their efforts to recruit schoolchildren to their ranks, claims a policy statement published by the National Union of Teachers.

The document, *Combating Racism in Schools*, adds that pupils who engage in vicious behaviour - such as verbal or physical abuse towards children or teachers from ethnic minority groups - should be suspended or excluded from school.

It adds: "Concern has been expressed in many quarters recently about an apparent increase in the level of racist attacks on members of ethnic minority communities, and there is evidence that racist organizations such as the National Front and British Movement are exploiting the economic situation to increase their efforts to recruit members among schoolchildren."



Fred Jarvis

Headteachers should inform the police if material circulated by any group is considered to be an incitement to racial hatred, says the statement. In addition, it says school governors and local authorities should be persuaded not to let school premises to racist groups for meetings.

"Racist literature should be confiscated and the reasons for not allowing it in school and the school's disapproval explained and emphasized publicly," it continues.

"Persistent racist name-calling or abuse should be reported to the headteacher, who may wish to involve the pupils' parents. If those responsible for racist graffiti and slogans can be identified, they should be dealt with in the same way."

"Pupils who refuse to guarantee that they will not desert from racist behaviour unacceptable to the school, including the wearing of racist or neo-Nazi 'uniforms', should be sent home until they comply with the school's request."

The statement also issues a reminder that the union has recently rewritten its own rules to include the following statement: "A teacher should not behave in a racially discriminatory manner or make racist remarks directed towards or about ethnic minority groups of members thereof."

Mr Fred Jarvis, general secretary of the union, said: "Racist literature and teaching are incompatible."

Sarah Bayliss reports from the Society of Education Officers' summer conference

Secondary changes 'essential'

Examinations for 16-year-olds should have changed "out of all recognition" by the 1990s, Mr Bob Aitken, director of education for Coventry, told the Society of Education Officers' annual summer conference.

Radical reform was essential if secondary schools were to prepare young people for major social and technological change and enable them to leave school with some self-esteem rather than a certificate of failure.

"At the moment most young people leave the system knowing a lot about how bad they are but not knowing much about how good they are," he said. "Fortunately quite a lot is being done; I notice crocuses sprouting through the concrete all over the country."

In particular he welcomed a new form of assessment being pioneered by the Oxford Delegacy of Local Examinations - the Oxford Certificate of Educational Achievement which Somerset, Leicestershire, Oxford, Shire and Coventry were piloting.

In Coventry the quest for change in secondary schools began with an awareness of falling rolls, high unemployment and a rising staying-on rate.

The working party concentrated on a break at 14 in the curriculum. The first three years would provide a foundation course with a core curriculum, continuous assessment, personal profiles and more active learning. The last two years would be a flexible programme



Bob Aitken: "Allow school-leavers some self-esteem".

of modules for each pupil to choose from, each module lasting 25 to 30 hours.

Coventry had also decided to open its schools to the post-16s and to think of education as education for life. Transferable credits were an essential feature of that.

During questions Mr Aitken agreed that the implications for teacher training were profound. "There will have to be a new form of respect, allowing students more space, autonomy and independence."

Mr Stuart Johnson, director of education for Leeds chairing the session, said 80 per cent of twenty-first century teachers were already employed. There must be a commitment to in-service training involving teachers in all the processes of curriculum change.

Chief education officers and their deputies are expecting a response to their 13.5 per cent pay claim when they meet the local authority employers next Thursday. The claim for a salary increase from July 1 was presented two months ago by Mr Bill Petty, chief education officer for Kent, who leads the staffside of a negotiating body recently established for all chiefs and deputies in local government.

'Let YTS be available for all' plea

The Youth Training Scheme should be treated as an intrinsic part of young people's education, regardless of their ability, said Mrs Ann Jones, a headteacher and chairman of an area management board of the Manpower Services Commission.

"I don't see the YTS as a scheme for the less able boosting a capitalist system. I think it should be for the whole ability range," said Mrs Jones, head of Cranford Community School in Hounslow.

The YTS and the prevocational movement had given a new impetus to comprehensive education and to changing radically the under-16 curriculum. Too many comprehensive schools had retained a heavily academic curriculum and had not changed their teaching methods.

She was worried that if schools perpetuated the gap between themselves, colleges and work, they would be left "as academic islands, battling against the tide like Canute."

Assistant education officers will have more say in the running of the SEO following changes made in the society's constitution.

The conference, attended by 200 officers, agreed that the regions could choose which officers to send, regardless of their job titles.

In addition the nationally elected membership of the national executive committee was expanded to give an extra seat to assistant officers. From now on there would be elections for four chiefs, two deputies and four assistants, instead of the existing three.

The constitution was also changed to accept Northern Ireland as the ninth official region with full representation on the NEC.

Action group fights closure

Parents have launched a massive campaign to keep a school in the building which was purpose-built to enable physically handicapped pupils to work alongside able-bodied students.

Sir William Ramsay at Hazlemere, near High Wycombe, is one of five secondary schools in the area which may be amalgamated into four because of falling school rolls. An overcrowded girls' grammar school could then move into the premises.

More than 1,000 parents have formed an action committee and fighting fund.

A Buckinghamshire education authority spokesman said: "There are no firm plans yet. But there are 3,800 pupils in these five secondary schools and by 1988 there will be 2,500."

"Meanwhile the Lady Verney girls' grammar school has facilities for 580 children but has 780."

Young people ask mother for advice says survey

by Diane Spencer

Teenagers see themselves as friendly, responsible, happy and helpful, according to a government-sponsored survey published this week.

The report, *Young People in the Eighties*, was based on a sample of more than 600 14 to 19-year-olds; 70 per cent were white, 15 per cent West Indian and 15 per cent Asian. Just over half were male and the sample was almost equally divided into employed, unemployed and those in full-time education.

The survey found that: ● Only 13 per cent said they were worried about life in general and 14 per cent admitted they were sometimes violent.

● 19 per cent never went out with someone of the opposite sex; 38 per cent had a special boy or girl friend; 67 per cent claimed to be "just good mates" and 64 per cent thought they should not get too serious.

● They looked to their mothers for advice twice as often as to their fathers, and friends were consulted more frequently than brothers and sisters.

● More than half the sample looked to parents as a source of income and regularly shared in some leisure activity with them.

Mr Peter Brooke, junior education minister, said the report would become the standard reference work for all who were involved with young people.

Young People in the Eighties - a survey. HMSO, 34.50.

MICROS IN SCHOOLS FRIEND OR FOE?



"To help you make the most of the Micro"

With the backing of the Department of Education and Science, as part of the Microelectronics Education Programme, the Open University is producing a series of in-service training packs for individual teachers or organised groups. No previous knowledge of computers is required.

They are written in plain non-technical language. The aim is to provide a practical, painless introduction to the constructive use of microcomputers in schools.

Learning by doing
The teaching strategy of the Micros in Schools Programme is firmly based on "learning by doing". Three of the packs, Awareness, Educational Software, and Micros in the Classroom are designed for practising teachers with access to one of the following machines, either at school or local computer centre: RML 3802, RML 4802, BBC Model B, Apple II, Sinclair Spectrum.

Programme Structure
Two packs will be available during 1983: 'Awareness' and 'Educational Software'. For 1984 it is intended to issue three more: 'Microelectronics', 'Microcomputers' and 'Micros in Action in the Classroom'. The packs are linked to enable students to progress from one to another in a variety of ways, but any number of packs may be studied. Full details of each pack will be found in the Open University booklet 'Friend or Foe? Post the coupon today.'

A SERIES OF SELF-STUDY PACKS PREPARED FOR TEACHERS BY THE OPEN UNIVERSITY

Please send booklet about the OU Micros in Schools programme of self-study packs.

Name _____
School/Authority _____
Address _____
Telephone _____
Post to: Project Manager, Micros in School Project, The Open University, Milton Keynes MK7 6AA.

Staff boycott job to back spurned colleague

Staff at Eilze Hele secondary school in Devon plan to mount a picket line outside the gates on the day candidates are interviewed for a senior post, Richard Garner writes.

The three largest teachers' organizations, the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses' Association, are all boycotting the post of head of home economics at the newly-reorganized school.

The decision has been taken because the only internal candidate, Miss Sheila Coleman, who has taught for 30 years at one of the merging

schools, Plympton Grammar school, has been refused an interview for the job and denied access to the county council's grievance procedure.

The NUT decided to boycott the post some months ago, after which Miss Coleman was given an informal interview with Mr Joelyn Owen, the county council's chief education officer.

However, she was still not granted an interview for the actual job and was denied access to the grievance procedure. Miss Coleman has been described by colleagues as a "good and dedicated teacher in the old style".

The post becomes vacant in September.

PAT delegates asked to support vouchers

Delegates to the 22,500-strong Professional Association of Teachers' annual conference are being urged to approve a motion supporting the introduction of a voucher system.

The motion is proposed by teachers from Ashford in Kent and is backed by another from the Tameside, Greater Manchester, branch calling on local education authorities to consider introducing education vouchers for an experimentable period.

This is the first time any teachers' organization has had a conference motion in favour of teacher experiments. There is, however, another motion from teachers in Canterbury supporting vouchers.

Delegates to the conference, to be held at Nottingham University between July 26 and 29, will also debate a motion calling on the Government and i.e.a.s to examine alternative methods of financing the school meals service.

The conference will provide the first public platform for one of the new junior education ministers, Mr Robert Duns, a former political adviser to PAT.

Other guest speakers include Lord Glenamara (formerly Labour Education Secretary, Mr Ted Short), the first member of the Labour Party to agree to speak for PAT. Professor Ted Wragg, director of the School of Education at Exeter University, and Mr Tim Selwyn, director of the Independent Schools Information Service.

NEWS

THE COLLEGE OF PRECEPTORS
Incorporated by Royal Charter 26th March 1878
Invites applications from those engaged in education for

TWO NEW CLASSES OF MEMBERSHIP

Member (MCPLP) to register good professional practice in a tangible way.
Ordinary Fellow (FCPLP) the regular Class of College Membership reserved for those who have made an outstanding contribution to education.

The College of Preceptors is an Honorary Body and a Teachers' Society which has Members throughout the world.

For a copy of the Membership Guide, please contact:
Chief Administrative Officer
The College of Preceptors
7 Ridgmont Street
London WC1E 7AE.
Tel: 01-588 0786

PRIMARY

'Experts' frustrated by ambiguity of role

by Virginia Makins

A great deal of ambiguity, and often "woolliness", surrounds the job of primary teachers holding posts of special responsibility, according to a survey.

The Primary Schools Research and Development Group, based in Birmingham, carried out five studies on the work of "teacher experts" in primaries. Questionnaires to heads and teachers, interviews, discussion groups, and accounts and diaries by teachers with special responsibility posts all contributed to the final picture.

A lot of the work of the "experts" was informal, giving advice when asked in corridors and staffrooms. Teachers were more likely to ask about short-term problems. They were far more likely to ask for advice on what to teach than on how to teach it - which could be frustrating for the specialists, making them feel they were having little real impact.

The attitudes of primary heads were crucial to the effectiveness of the specialists. In some schools "the head decides and we pass it on". In others,

the heads seemed better at delegating. Teachers were more likely to ask for help in areas where they themselves felt most competent. Most valued the availability of specialist teachers, but there were problems about their lack of genuine subject expertise in areas such as maths, science or art. Some teachers felt the "experts" were more qualified or experienced than they themselves.

Almost all the specialist teachers were also full-time class teachers. They were very short of time for their specialist job, and often unable to visit other teachers' classes in their own schools, let alone others.

The report suggests several problems which need careful discussion if (as the HMIs have frequently suggested) teachers' specialisms in particular curriculum areas are to be better and more widely used.

One - given the limitations on class teachers' time - is that the current emphasis on curriculum expertise does not detract from other important activities, such as clubs, festivals and

visits, which add to the quality of a school.

Another is that the development of specialisms should not lower the morale and self-confidence of class teachers without special posts. The development of the expertise and responsibilities of class teachers is crucial, but it could be "taken for granted" and not provided with means to grow.

On the whole, the report backs the informal way teachers in small primaries work: it mentions the "risk of turning a primary school into a poor imitation of a secondary school".

If the adoption of more "expert posts" is seen as "an easy, quick or cheap route to improve the quality of primary education it will fail", says the report. "Too great haste may simply damage teachers' self-confidence."

Curriculum Responsibility and the Use of Teacher Expertise in the Primary School. University of Birmingham Department of Curriculum Studies, P.O. Box 363, Birmingham B15 2TT. Price £3.50 incl pp.

Decisions left up to teachers

HMI reports

Three service primary schools in Munster, Germany, need to mitigate the effects of high teacher turnover with more careful and structured curriculum planning, Her Majesty's Inspectorate believes.

A year ago, when the HMIs visited Oxford Primary, Cambridge Infant school, and York Junior school, curriculum decisions were largely left to individual teachers, and this led to lack of coherence and progression.

The inspectors found reasonable standards in all three schools. In York Junior, they felt teachers' "concern for a conforming discipline" was inhibiting children's responses and adversely affecting relationships. Cambridge infants had good relationships, and curriculum development was under way thanks to "enthusiastic leadership".

Mathematics was a weak area - children needed more experience with structural apparatus - and phonics were overemphasized in reading. Physical education for juniors was a weak area in both York and Oxford schools, and the inspectors disliked the effects of the AAA Five Star Award scheme which emphasized testing rather than individual development.

Much closer cooperation between the primaries and the local secondary would help to make the most of the local expertise available in the service schools, and reduce teachers' feelings of isolation, the HMIs suggest. And in the case of Oxford

HMI reports are available free of charge from the Department of Education and Science, Publications Dispatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.A.S.

Primary, there needed to be much better liaison between the infant and junior departments of the school.

● The decision to take four-year-olds into Gregory Croft Church of England primary, in Lincolnshire, should be kept under review, the Inspectorate says. The two-teacher school, where the head has to teach full-time, did not seem to have the resources to meet their needs, and they affected the rest of the infant class.

Children at the school achieved "reasonably satisfactory standards", but lack of space and resources and the smallness of the staff affected the work, and the school needed more support.

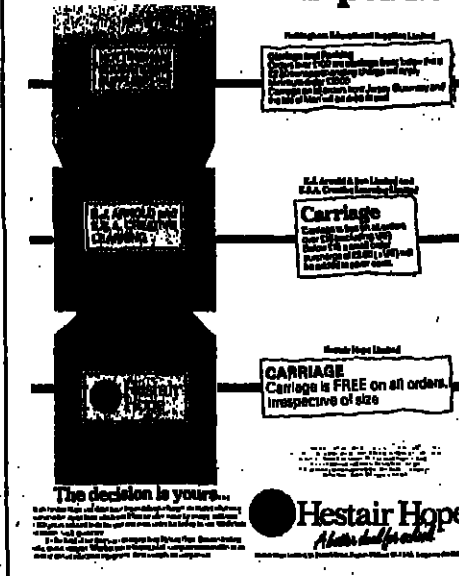
● The "perceived pressures" of the common entrance syllabus make much of the work at Dowsend school, Surrey, inappropriate for the developmental stages of the pupils, HMIs say. The school is an expanding day prep school for 312 boys.

The boys are interested, and often enthusiastic in class, and many are of high ability. But often expectations are not pitched right for them, and too often "the challenge is to the memory, rather than to the intellect". HMIs suggest a team approach by the staff to curriculum development.

"A TOTAL COMMITMENT TO PROVIDE THE VERY BEST FOR EVERY TEACHER AND PUPIL"



Why you should always read the small print.



“Maintaining quantity and quality of school supplies at a time of stringent cutbacks isn't easy for anyone in the education service. But teachers and pupils need and deserve the materials and equipment that will provide a strong backbone to the important task of teaching the next generation.

At Hestair Hope, we are doing everything we can to give schools and supplies officers the goods and the service they need, tailored to today's market conditions.

As Marketing Director, I take a personal pride in what we have to offer. Though we are the largest supplier of educational materials in Britain, that doesn't make us impersonal or bureaucratic. On the contrary I feel the scale of our operation means we can provide a more flexible, more caring and more cost-conscious service than any of our competitors. Let me remind you of some of the ways we can help you.

Our first priority is keeping down prices and we do this by buying in bulk and by manufacturing many of our lines ourselves. For instance we have just introduced a range of staple products that we call Costcutters because they're packed in bulk with no fancy wrappings, so they're available at a third less than the normal cost.

Next we think a personalised service is important so that you, the customer, can have an established named contact to call on at any time for enquiries and help.

Above all, we're flexible: so by offering a variety of systems for ordering, invoicing and delivery we can guarantee a service that is totally geared to your convenience and the needs of teachers and pupils.

For local authorities, a tailor made contracts service includes such advantages as increased discounts, your own colour catalogue and free delivery to the door by our own transport fleet. And we promise that once a contract is awarded there will be no nasty shocks in terms of sudden price increases.

Hestair Hope, justifiably, have a reputation that is envied throughout the school supplies trade. We think we've earned it. And we're working hard to keep it too. Times have been tough for all of us in the last few years. But we have adapted to current conditions. And though our roots go back 85 years to the days when the young Thomas Hope delivered chalks and slates by handcart to local schools, we're still in the lead today at the dawn of the computer age.”

Keith M. Hull
Sales and Marketing Director

Hestair Hope
The leading Educational Suppliers

Hestair Hope Limited, St. Philip's Drive, Royton, Oldham, OL2 6AG. Telephone 061 652 1411

NEWS

Sarah Bayliss reports from Trafford on last week's 'CDT in Action' conference

Expanding designs

Craft, design and technology is growing fast, with increasing numbers of secondary school pupils studying it, while at the same time the subject is gaining recognition from universities, the conference was told.

Mr John Hucker, chief examiner for technology with the Cambridge board, said the successful launching of CDT courses could be measured by the substantial increase in examination candidates.

In 1979 his board had 50 candidates for O level technology; this year the number had risen to several thousand. Independent schools were making more inquiries about technology syllabuses and in response the Cambridge board was revising them. "Technology is going to take off very soon and very quickly in the independent sector."

Mr Michael Wharton, senior technology adviser in Hertfordshire, said universities were becoming "more flexible in their attitudes toward the A level qualifications of potential students. Southampton University, for instance, was prepared to accept A level technology as an alternative to physics for science and engineering subjects, excluding pure physics degree courses.

At a recent meeting of admissions tutors it had become clear that universities such as Bristol, Aston, Brunel, Warwick and some London University colleges, were prepared to accept the qualification as a second or third A level.

Mr Geraldine Jones, a general adviser for Rochdale and team leader at Loughborough and Salford universities recently indicated that engineering students with an A level in technology as well as maths and physics were "stepped ahead" of other students.

Mr Omry Bailey, craft design and technology adviser for Cheshire and

More than 150 headteachers, advisers, industrialists and politicians attended the conference which was organized at South Trafford College of Further Education by education advisers from the north-west and two commercial firms.

Ten specialists in craft, design and technology were invited to give their perspective on the subject; they came from examining bodies, industry, universities, and local authorities and included two craftsmen - a furniture designer and a blacksmith.

more involved in the subject. The proportion taking a CSE or O level in Cheshire had risen from 3 per cent to 27 per cent in the last three years, and at A level the proportion had risen to 30 per cent.

Making models which did not work meant "too many children at primary school were 'turned off' design and technology for life, according to Mr Jim Flood, a lecturer in creative design at the Loughborough University of Technology, and an adviser to Central Television's "Starting Science" series.

He urged classroom teachers to stop making static models and to start making ones which worked. Many children made kites at school but invariably they did not fly. At the end of such a project teachers would say that children had at least learned some new skills and perseverance. "If you ask the kids what they've learned they will say they're not very good at making kites."

Too many teachers were trained to use the "discovery" approach to learning, but he believed it was a waste of time going back to first principles. "Why should we expect children to re-invent the wheel when we can give them good wheels and get them to make them better?" he asked.

too important a subject to be left to physics, maths and science departments in schools; art and design teachers should make sure they were involved in computer education too, said Mr Brian Smith, a lecturer in the department of design research at the Royal College of Art.

The expansion of information technology was inevitable, he said, so designers should be involved from the start, ensuring that the images generated electronically were understandable. Last year more information worldwide had been published electronically than on paper. Where designers were not involved the mistakes were manifest - typefaces were illegible, for instance.

Other points raised at the conference included: ● Criticism of the traditional examinations system by Mr Ron Lewin, a technology consultant for Berkshire County Council. He said they presented an artificial approach to problem-solving by teaching children that problems could be solved within a set time, that they should be solved by one person working alone, and that copying from others was a sin.

● Support for in-service training for teachers, which Mr Ron Denney, an adviser from Bedfordshire, said was the most important step in creating a new curriculum in schools for craft design and technology. His own authority ran 30 courses a year in the subject and used buses equipped as mobile technology classrooms.

● The need to convince girls that they would not be incompetent in a subject like woodwork, as well as that the subject is not unfeminine. Ms Lucinda Leech, a furniture designer and maker who has worked as an artist-in-residence at Cowley St John Church of England Upper School in Oxford, said she hoped her presence there had encouraged girls.



Craft and competence... giving girls confidence in such subjects as woodwork.

THE TIMES SUPPLEMENTS' REPRINT SERVICE SCHOOL VISITS

In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

NEWS

The arch-bogeyman who can still be hurt

Sir Keith Joseph is not unaware of his reputation.

"Oh, I'm a bogeyman," he said cheerfully. "There are one or two apprentice bogeymen who are doing rather well. That fellow Norman Tebbit, for example."

Then he grew suddenly more serious and visibly angry. "I still get, I think, pretty barbarous treatment in places, such as universities and polytechnics, which shouldn't go in for barbarous treatment."

"Whether it's students or rent-a-mob I don't know. But for places where thought, analysis and argument should be paramount, I regard it as very discreditable. How can anyone respect a university that doesn't allow free speech?"

"Of course it (being a bogeyman) worries me. But doesn't it reflect the over-simplifications that politicians have generated, the diabolism that political rhetoric has generated, I deplore it but I take it to some extent as a reflection of the Labour Party's failure to rise to the level of argument. They go in for abuse."

And there life several clues to Sir Keith: a whipper sense of humour, a deep respect for courtesy, a deeper one for

learning and intellect, the enlargement of the argument into a seminar topic and the ability still to be shocked, angered and moved by something he must have considered thousands of times.

The conventional image of Sir Keith is somewhat different - the soul-searching, agonizing philosopher of Britain's monetarist Right, out of touch with reality, solemn and serious, and mere at home debating rather than taking decisions.

But the facts don't entirely bear it out. In his relatively short time at the DES he has instigated fundamental changes to the service - the publication of HMI reports, the White Paper on improving the quality of the teaching force (the two decisions he considers most important), the abolition of the Schools Council and setting up of two replacement bodies, new pilot schemes for curricula for low attainers, specific grants and the finishing touches to the National Advisory Body for public sector higher education.

He has also taken a myriad of smaller decisions. Indeed insiders say that everything down to the closure of the smallest village school is decided by Sir Keith. Apart from his fellow Fellow

of All Souls, William Waldegrave, whose intellectual ability he greatly admires, Sir Keith has never yet given his junior ministers at the DES much latitude.

Like many intellectuals of the Right, Sir Keith is prone to reading and listening to views which he already had in the first place. He has a deep love of, and trust in, scholarship and books, perhaps a Jewish trait, particularly of his generation. But they are likely to be books that reinforce his own ideology.

He has returned full of beans, genuinely pleased, and perhaps a little relieved still to be Education Secretary

One cannot imagine his curling up in bed with the *New Statesman*.

He has the slightly disarming habit for a politician of admitting his own mistakes. And in a grand and distinguished career at health, housing and industry before he came to the DES he has made some grand and disting-

uished mistakes. He will admit to tower blocks, aspects of reorganizing the health service, setting up the GLC. But Lady Bracknell might have told him one mistake may be unfortunate, any more and it begins to look like carelessness.

An extremely private man, few are privileged to be engaged in conversation by him on matters pertaining to his personal life. Very occasionally when music is the topic of conversation he might mention one of his three daughters (he has also one son) who is a talented musician and is studying the violin in New York. Though not divorced, he has been separated from his wife, Helen, since 1978.

One associate, when asked to speculate on Sir Keith's hobbies, replied: "The market economy". Sir Keith would not be offended by such a speculation. He once commented rather contemptuously on a report produced for him by the DES's further education unit that the world market was not mentioned in it once.

Though an avid bibliophile, the television set does not impinge much on Sir Keith's consciousness. He was amazed recently to hear how many people watched tea-time television and

muttered that he might have found something useful for the Social Science Research Council (his *bête noire* at the time) to do - find out why they watched.

Sir Keith's humour is not always evident. "I can never make jokes in public," he says. "I enjoy jokes but I'm not a joke teller. I'm not an after-dinner speaker. I do find, however, that it's easy for me to talk to individuals in most cases."

Sir Keith may not be walking around Elizabeth House cracking jokes, but many have noticed that the General Election reinvigorated him. He has returned full of beans, genuinely pleased, and perhaps a little relieved still to be Education Secretary. He also apparently gets on extremely well with David Hancock, the new permanent secretary, to whom he refers in meetings as David, in contrast to Sir James Hamilton, to whom he referred as The Secretary.

He makes no secret of the fact that he is desperately keen to stay at the DES for the duration of the Government. And as he still has some little influence with Mrs Thatcher, he is looking less and less likely to be a victim of any early Cabinet reshuffle.

David Lister profiles Sir Keith Joseph and questions him (below) on matters of current concern

Finding the levers of intervention

Are you enjoying the job of education secretary?

I asked to come here and I'm delighted to be back, truthfully. I aspire to no other post. I'm finding it quite as difficult as I expected it to be, in fact a shade more difficult than I expected it to be because the intangibles are a bit more intangible. Standards are the devil in the sense of ministerial scope. One is hunting for levers and we found a few levers. Your paper has honoured or insulted me, I'm not sure which, by saying I am skilled at intervention which is an irony upon irony. But there it is when one is dealing with a nationalized service one has to find levers.

The NUT has accused you of trying to nationalise the service even further. Well that would be an irony. I think they are fair to say that there are areas in which I am reluctantly being forced to centralize particularly in relation to universities, but I'm struggling to escape. I've had the first of perhaps several seminars on how we could de-centralize and decentralize part of the Higher Education system. What disappoints you with standards at the moment?

Travel

Take your pupils to a FRENCH OR GERMAN FAMILY for five days

SEE other trips with 4/5 nights in family accommodation and two intensive excursions for groups. These "educational" trips are of greater educational value than hotels and avoid the notorious discomfort of exchange centres throughout France.

Special rates for groups of 12 or more.

Prices from £72

For brochures contact: Mrs A. Lee, 66a St Marys Road, Weybridge, Surrey. Tel Weybridge 60440

The HMI reports are my guide. They simply say that in school after school they find the teachers' expectations of the children far too low. And the primary schools I've been to are mostly very happy places, but whether they stretch the children is a different matter.

How can that be changed? Well, we've been going on this interview 17 minutes and you've now asked the crucial question, the question I ask myself night and day. If I knew the answer, I wouldn't have spent 22 months not doing it. I don't know whether there is a simple answer. We may have to use a number of levers. The government believes that increased parental choice is one of the contributions to the answer.

Do you plan to extend the assisted places scheme? It's a possibility, not a dramatic expansion because it is intended as and should remain in my view a scholarship scheme.

Have you been impressed in your time at the DES that there isn't much room to cut in the education service or do you think there is still room? My prime impression is not a financial one, expectations and standards, which has a relationship with money but not a simple adjectival relationship. Considering the money that goes into education, there is scope for improvement. Mind you, I add quickly that I couldn't do what the teachers are doing. I don't kid myself I could. The gift of lighting the flame of curiosity and keeping it burning is God given. But given the dedication and commitment of the teachers which, thank God, one can take as a fact, a fact for which I give blessed gratitude, the results are patchy from the superb to the very disappointing.

Are you at all worried that the MSC has become too involved in education at school and college? No, in the least. That's rather a complacent attitude as if everything was perfect before the MSC came along. In fact I think that the educa-



"Considering the money that goes into education, there is room for improvement. Mind you... I couldn't do what the teachers are doing."

tion service should have long before identified what the MSC has now identified. So I'm not moved by that.

Are you moved by the fact that the DES has lost a realm of influence? I am amazed that with 70 tax-borne schools of education in this country at universities and polytechnics it has waited upon my arrival here and David Young's arrival at the MSC to identify (a) the 40 per cent low attainers and (b) that we had allowed technical standards in education to drop to such a low proportion. What the devil have all those schools of education been doing? Or have they been shouting. I haven't heard it.

Do you accept the doubts of those who say that the DES, far from encouraging all pupils to do some vocational work, will create a divide between the old grammar/secondary schools and others? I think it will be much more untidy than that. I hope it will be much more untidy. There will certainly be some who tend to concentrate on academic work and we need them. But I hope for the good of them too, we can gradually coax the curriculum system

to introduce a shade more practical work for all. Then there will be those whose potential is very definitely technical and then there will be those whose potential is both.

You're going to have a job though, selling it to the middle classes who still see the route to success as straight academic work leading to university. I think there is some truth in that. I think we have to try to understand what the employers really want, because the parents are only responding in what they want, to what they think the employers want. Now if it were to be shown that employers want something a bit more complicated than just exam results, important though those are, I think there's a chance that the parents will adjust their objectives too. But the first task we have is to try to bring the employers to give more reality to what they want, whether they really want to see exam results or whether, as I believe is the truth, they want something more complicated than that.

How long do we have to wait for a decision on the 16-plus?

government has to decide whether to harmonize the two systems and keep them or whether to unify and merge them.

Would you be unhappy about going down in history as the man who abolished O level. I don't think it's thinkable to abolish O level.

If one had the 16-plus one would no longer be taking O level. I'm not sure that that follows. You may be right.

You are an advocate of pupil profiles and graded tests. Would these be for all pupils or only for the low attainers? That's still to be worked out. If it isn't too extravagant in manpower and effort one can imagine it being used for all, but the graded tests would be a relatively casual milestone for many many children and would become significant milestones for some.

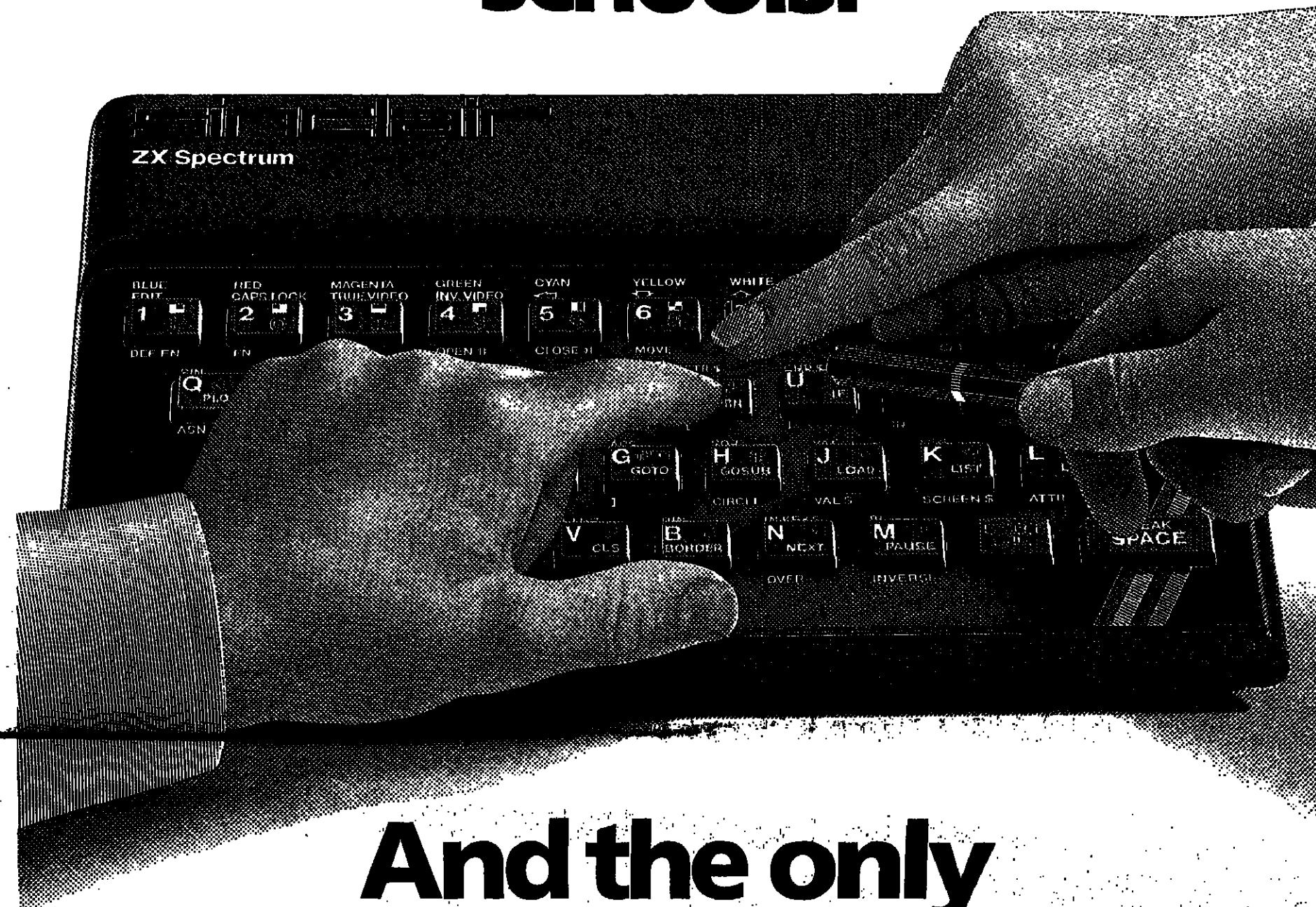
How worried are you that we might get a generation of school leavers without work who will in some circumstances become alienated, anarchic, nihilistic and violent?

There have been nihilists, anarchists and violent people when there was full employment. I don't see that it follows that one condition rather than another breeds these factors.

Boredom surely does? That's a very rarely used word but I agree it's an important word. There are factors I would dearly like to have the time to discuss. How much youth unemployment is home made? By that I mean British made, actually made, with bags of good intentions by successive governments, employers and trade unions, the beneficiaries of whom are the unemployed young. So I think there are things we can do if we really care enough, that will no doubt evoke shrieks of abuse from those who don't understand, which might actually give more chance to the young.

Lower wages? Removing some of the obstacles to employing young people and forcing young people to take unemployment benefit. There are two well known phrases today, the "why work" syndrome and also "why hire". And why hire is as significant as why work. I am passionately interested in the cure for unemployment. I wrote a pamphlet [stressing among other things] the importance of the entrepreneur, the personality of the consumer rather than the work-tone, and criticizing overmanaging and restrictive practices which I have just re-read. It was written with my greatest intellectual energy. It took me the measure of a year in 1977. Nobody's contradicted it, but it's all been forgotten. Conditions for Fuller Employment, which was its name, represents most of my views on the subject and it's as relevant today as it was then.

Popular in schools.



And the only computer that runs primary school software at home.

Available only from Sinclair, to use on a ZX Spectrum.

MEP cassettes for the ZX Spectrum are sold in four software packs, each comprising two cassettes, and comprehensive teachers' notes on all the programs they contain. Every pack contains 7 or 9 MEP programs suitable for children from 5 to 15 years old.

Subjects include mathematics, biology, reading, language development and problem solving.

And have been supplied to schools - and only to schools. Until now.

At Sinclair, we believe you should be able to use the official software at home. So we've arranged, with the MEP for all eight cassettes to be available to you, directly from us.

With them, your children can run exactly the same programs they're running in school, at home.

They can easily catch up on work, or concentrate on weak points. And of course, they can gain invaluable experience on one of the easiest-to-use computers you can buy.

And one you can buy economically!

The ZX Spectrum your child uses in school costs just £129.95 in the shops. So now, you can buy MEP software for use at home - only from Sinclair. And the Sinclair computer that runs it - for less than a third of the price of the other school computers!

Incidentally, a Spectrum is a lot more than just an educational computer. It also plays great games. But we won't tell the kids if you don't!

Sinclair MEP software packs are available for £24.95 inc. VAT. Write to the address below for full details.

sinclair

Sinclair Research Ltd, Education Division, Stanhope Road, Camberley, Surrey, GU15 3PS

NEWS

Reshuffle creates staff shortage

by Richard Garner

One of the biggest upheavals in secondary education in Birmingham's history will leave several schools without specialist teachers at the start of next term.

Officials in the city council's education department are reporting major difficulties in recruiting enough teachers to fill just over 160 vacancies. Birmingham members of the National Union of Teachers are concerned at the way recruitment has been conducted and are mounting their own investigation into it. They are keen to ensure that their members facing redeployment are given every opportunity to apply for new posts.

However, education officials say it is the sheer size of the reorganization that is creating the difficulties. A city education department spokesman said: "We have 16 secondary schools amalgamating into eight, seven schools closing, three are turning into colleges and cutting 32 sixth forms. It is involving a massive shift round in staff."

Of the new posts, 86 had been filled and a flood of applications had been received for the remaining 80 but officials believe they are unlikely to recruit the necessary drama, music, foreign languages and computer studies experts for each school to start off

next September with its full complement.

"We are running very late," the spokesman added, "and we still have a number of our own teachers to move around - although we are at the tail end of that exercise."

"In some subjects, it has been difficult to attract enough teachers of quality - although I have never known a time when so many interviews have been taking place. It has been an absolutely massive task."

Mr Tony Miller, press officer for the Birmingham association of the NUT, said: "We are very alarmed at what seems to us an unreadiness in second-

dary schools for next September."

"The administrators were given an impossible task by the numerous decisions that have been taken by the authority. We spent thousands of hours discussing the reorganization scheme put forward by the previous Labour authority and now we are spending a few thousand more preparing for this one put forward by the present (Conservative) leadership."

"One of the reasons given by the authority is the lack of qualified teachers in shortage areas subjects but we find that very surprising in view of the number of teachers available and looking for work."

Survey urges more care in selection for PGCE

Fewer teachers would have difficulty finding a job if training institutions were more discriminating in their admissions policies and final assessments, says a new survey.

Mr Mark Cook and Professor Gerald Bernbaum of the University of Leicester School of Education, based their conclusion on a survey of the 5,000 university students who completed a postgraduate certificate of education (PGCE) course in 1980.

They believe that some of those who failed to find a job were victims of institutions' tendency to recruit as many students as possible because resources are linked to student numbers. But they imply that the position may improve now the Department of Education is attempting detailed planning of numbers by subject.

The survey charted the progress of the 1,074 student teachers who completed their course in the summer of 1980 but who were believed to be still without a job in the autumn. They were sent two questionnaires in the spring of 1981, one for those still interested in obtaining a teaching post and the other for those who were not.

Of the 823 - 16.6 per cent of the total sample - known to be without a teaching job, 400 replied, and half of those were no longer interested in becoming a teacher.

Most of the students still interested in teaching had begun their search for a teaching post by the end of April during their postgraduate course, with men likely to start applying earlier than women - a finding easily explicable, say the authors, by the greater mobility of women.

Among those no longer interested in teaching, men had tended to give up the search earlier than women, perhaps because of their weaker commitment. Students from Oxford, London and the new universities had abandoned the idea earlier than others. The most tenacious hunters for teaching posts were from the University of Wales.

Nearly half of those who applied for a teaching post had made fewer than 11 applications and just over a quarter had made more than 20. Although women made just as many applications as men, they were noticeably less successful at getting interviews: more than a third got none at all.

The sources of information about jobs for 90 per cent of those still interested in teaching are the TES and THEs.

Unemployed graduates: the case of student teachers by Mark Cook and Gerald Bernbaum in the June issue of the *Employment Gazette*, available from HMSO.

Parents of handicapped 'denied right'

by Trina Francis

Some local authorities are getting away with "quite absurd interpretations of their duty" under the 1981 Education Act, Mr Peter Newell, of the Children's Legal Centre, a former director of the Advisory Centre for Education, told a conference in London last week.

Warning parents to beware of being misled by education authorities, he said some parents had complained of being denied their right to demand a full, formal assessment of children with special needs.

Others had been told their children should be placed temporarily in special schools for assessment to be done, and some I.e.s. had claimed it would take a year to produce a statement, Mr Newell told the third "Working Towards Integration" conference, which was held in London last week.

It was attended by 250 parents, teachers, school governors and government representatives, and was designed to highlight misconceptions about the special education provisions of the 1981 Act, which came into force on April 1 this year.

The general view was that the Act should be interpreted with caution but that it was a hesitant step towards providing adequate safeguards, rights and duties for all those involved in educating handicapped children.

Parents were encouraged to use their new rights to secure a general rather than a specialized education for their children, but Mr Newell gave a warning that the new process was "potentially a two-edged weapon".

Drawing attention to what he called a serious mistake he said those who called for assessment of a child aged two years or under could not express preference for a mainstream place once they turned five.



St Thomas More school, the Roman Catholic comprehensive at Westcliff, Essex, which closed when fumes leaking from wall insulation were blamed for an outbreak of sickness, is to reopen in September after 15 months. The cost of the repairs is said to be about £50,000.

Sports leader project takes off

by Bert Lodge

The Central Council of Physical Recreation has forged ahead with its scheme to train young sports leaders, despite protests.

Youth leaders in Brent blocked the plan last year because they saw it as a threat to their jobs; but the council has persevered and a pilot scheme for sixth formers at a school in Coventry seems to have pleased everybody involved.

The idea is to recruit a sizable number of young people who are at least enthusiastic, but better still talented, in one sport. They are then trained in the basic principles of coaching and, almost more important, how to run the sport or activity within, say, a youth club.

In a club of 100-150 members there's

could be as many as 10 with the council's Community Sports Leaders Award, each in charge of one activity.

The course in Coventry was at the President Kennedy school. Bob Laventure, active in the PE department for 15 years and head of department for the past nine, described it as the most satisfying thing he had ever done there.

He and his staff have already begun to involve the sixth form in the PE curriculum, encouraging them to take small groups in various sports. So it was not much more than an extension of that to offer the course to all members of the sixth plus a few locals who had already left school.

The theorists at the CCPR estimated that six units with titles like

organizational method, fitness sessions, how to arrange competitions, would require two hours each and at the end of the 12 hours instruction the youngsters would qualify for the award.

Laventure is in no doubt that the 12 hours is not enough. His 27 trainees did 28 hours, plus 12 hours coaching and supervision experience.

All passed on the sensible premise that the course would only end when they did pass. And two are already enrolled in local summer play schemes with others helping in various clubs in the district. A spin-off for him is that he now has several members of the sixth with an award which not only confers some status but with it a lot of enthusiasm.

length of off-the-job training out of the blue. "There is nothing sacrosanct about 13 weeks, and for many youngsters it is going to be too long." It would also prove too costly for many of the smaller employers and managing agents, who had trainees scattered in twos and threes at different places and could not assemble them into economic class groups.

Many of the youngsters would be unwilling to attend a college, and trying to force them to do so by docking their pay would have a damaging effect on their already fragile motivation. To arrange for them to get their off-the-job training on site would be beyond the resources of many firms, who simply did not have the facilities. "The operation could prove to be something of a nightmare for us."

The problem would have to be faced, because, while big companies like his own could cope, the future of the YTS would depend increasingly on the smaller employers, he added. "That is the sector in which there are signs of a growth in employment. The big companies are going to be shedding labour. We'll get the YTS off the ground, but we will not be able to go on providing the places," he said. That meant the scheme would have to be simple to manage, for the trainee, the trainer, and the employer. Standards would have to be built into the design of the schemes and not left for outside inspectors to monitor.

Mr Shepherd clashed sharply with some of the audience when he criticized some union branches, and their representatives on some area boards for turning down schemes on grounds which were not related to their content. He alleged that there were some people who would not be sorry if it turned out a shambles.

"It will undoubtedly be a shambles for at least the first year, but we mustn't run away," he said. Accusations that the scheme would be used as a source of cheap labour were irrelevant. "Your cheap labour is my added value, and unless we find a way of enabling young people to add value while learning skills we risk that young people's unemployment will continue to be at very high levels compared with adults," he said, adding that unless the YTS led to the removal of all school leavers from the labour market it would simply alleviate youth unemployment and never become a permanent feature of a comprehensive training system.

Mr Jack Mansell, director of the Further Education Unit, told college staff at the conference not to be discouraged when their schemes were turned down by the MSC. "It's not like the City and Guilds, where you get a considered final judgment. You won't always get what you want the first time, but go back again next year."

How 13 weeks off the job could be 'a nightmare'

Employers may still walk away from the Youth Training Scheme, Ford's training chief told a conference of teachers and trainers at Cambridge this week.

Many of them are unlikely to be able to cope with the training requirements and the bureaucratic procedures that the Manpower Services Commission is trying to impose, he warned.

Mr Ron Shepherd, Ford's Education and Training Manager and a leading member of the CBI education committee, told the conference, organized by the Careers Research and Advisory Centre, that employer representatives had managed to persuade the MSC to drop earlier plans to impose standards which would have meant a wholesale abatement from the scheme by employers. "The first monitoring document they put forward, we worked out, would have meant the commission employing 9,000 full-time monitors," he alleged.

But employers still faced a big burden of administrative procedures which would discourage smaller firms from taking part. "It's all got to be made simpler and the requirements put into language they can understand," he said.

Mr Shepherd said he still had doubts that all the places which had been promised would materialize. Many of the managing agents, such as the smaller chambers of commerce, were proposing to run schemes with far too few places to be viable. And he attacked the requirement for 13 weeks' off-the-job training, at present mandatory for all YTS trainees, as arbitrary and unrealistic.

He said that the MSC's former job MSC executive who is now a Sussex University-based training consultant, told the conference: "It's no good wishing for the scheme we haven't got. If we had waited another year to try to get this scheme better we would have lost it altogether. What we've got to do is to take it and make it better instead of wishing it was a different scheme."

The fact that the scheme was voluntary and that employers had to be persuaded to participate meant that the scheme was bound to be selective. "It is just wishful thinking to believe that we can isolate the YTS from the society in which we live."

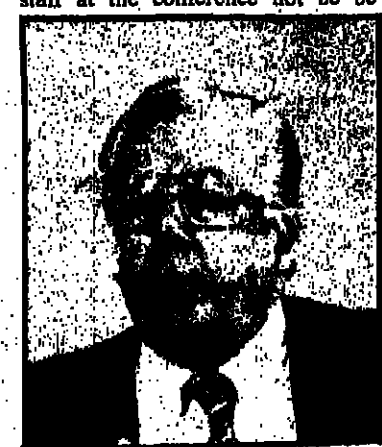
There was no way in which employers could be forced to take people they did not want. "The banks have a very simple method," he said. "You've got to have six O levels to get into their YTS. That's the reality."

What was likely to happen was that people who could not make it into the Mode A schemes run by employers would have to go into the Mode B places provided by colleges and other non-employer bodies. Mr Hayes, like Mr Shepherd, insisted that it would not be practical to assess closely the way training was being carried out for every youngster. Instead, the system of training for "occupational training families" that his organization had worked out for the MSC would provide a way of assessing the result of the training.

Mr Jack Mansell, director of the Further Education Unit, told college staff at the conference not to be



Jack Mansell



Ron Shepherd

SCHOOL TO WORK

Careers Diary

by Brian Heap



Hardly a day goes by without some mention of the MSC's Youth Training Scheme though whether or not it will be the success everyone hopes for remains to be seen. Such publicity however might have a spin off in schools and encourage all headteachers to take careers education seriously. Certainly any school which is not undertaking a formal education programme for its 16 year old leavers is leaving itself open to criticism.

Even with one lesson period each week in the fifth year much can be done to help those who are applying for jobs and going on interviews for either the YTS scheme or permanent full-time work. At the same time preparation for unemployment is also needed with positive guidelines.

This is the time of year when a syllabus for next year's leavers should be planned, and fortunately there are plenty of reference sources for those teachers with little experience of careers work. Such a syllabus should follow the normal sequence of events, starting in September with the question of where and how to look for possible openings, coupled with self-assessment.

Currently the YTS is trying to establish some of its training schemes by way of occupational families so that

trainees will gain experience in one type of work which will also be of use in other similar fields. These "families" cover administrative, clerical and office services; agriculture, horticulture, forestry and fisheries; craft and design work; general activities in scientific and technical work; manufacturing and assembly work; processing occupations; food preparation and services; personal services to customers; community and health services; transport services; work outside formal employment.

The *School Leavers Handbook* (Careers Consultants, 10 copies for £9.50) and the *Job Finder's Guide* (Kogan Page, paperback £3.95, hardback £8.95) are both very good value. The former covers choosing a job, self-assessment, where to look, applications, interviews, wages and budgeting, the latter covering a similar field with more emphasis on job descriptions.

The opening weeks of the term should give a lot of attention to applications, writing letters and filling application forms. Hobson's Press *My Job Application File* (£2.25) is ideal as a work or reference book and includes a number of sample job applications from different firms. Even using the telephone for job hunting is a necessity in some cases and this is the subject of the *Careers and Occupational Information Centre's* book, *Phoning Mock Interviews* should then follow since firms will normally start their recruitment from November onwards.

Optimistically, the course should also cover the world of work - contracts, pay, tax, health and safety. (See the COIC publication *Work facts for the young worker* 95p.)

One must also look seriously at the whole subject of unemployment which receives very good coverage in *Facing Unemployment* (Hobson's Press £2.90); and why not a final project on working for yourself (a book of that name is published free by Barclay Bank, Juxon House 94, St Paul's Churchyard, London EC4.)

School Venture Weeks bring learning to life.

A School Venture Week is much more than just a school trip. It takes education out of the classroom and into the open air.

There are eight centres in Wales, Sussex, Essex, and the West Country, and two Boating Centres on the River Thames and the Norfolk Broads.

At each of these sites we provide all the facilities, and you choose which you want to be part of your school's programme. From computer studies and clay modelling to film-making and fossil hunting.

Schoolchildren can take a new look at an old subject, or try something completely different.

Which gives you a chance to extend the classroom. And the children a chance to extend themselves.

This year we'll be catering for 40,000 schoolchildren. All of whom we hope will learn a lot, both about their subjects and themselves.

Which more School Venture Weeks start at only £41 per week. That's because we're well organised.

To find out more, just fill in the coupon for the brochure.

Please send me details of School Venture Weeks in 1984 for children 9-16. To: Paul Winterford, Young, Respect, School Venture Weeks, 21 Southendbury West, Essex SS1 1PR. ☎ Essex (0322) 59919.

Name _____
Position _____
School _____
Address _____
Postcode _____

School Venture Weeks 1984

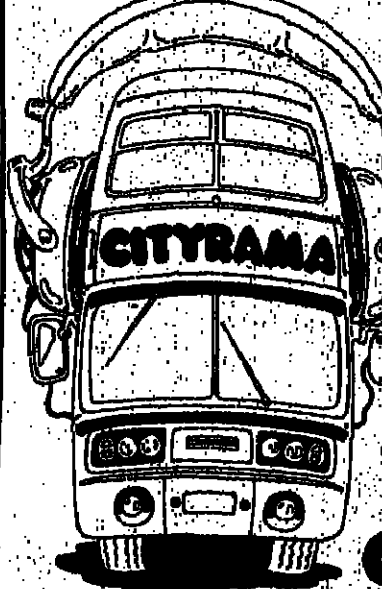
Bringing a party of children to London?

Then you'll want a London sightseeing operator that has-

- 2 hour tours with commentary
- Frequent departures from Victoria Station, Trafalgar Square and Piccadilly Circus.
- Special discount prices for parties
- Normal Prices - Adults - £3.00 Children under 14 - £2.50

For further information please contact John Forester on 01-720 8883

LONDON CITYRAMA



Schools Council officer condemns 'educational antediluvians'

by Nick Wood

The Government's technical and vocational education initiative for youngsters aged 14 to 18 is a direct attack on the principles underpinning comprehensive schools, Professor Malcolm Skidbeck, professor of education at the University of London, said last week.

"A decade which results in crash courses in vocational preparation at an early age and a division of school populations into academic and vocational cannot be accepted, whatever the power of its proponents or the resources at their disposal", he said.

Professor Skidbeck, an ardent supporter of the principles of "common schools", educating all children aged 5 to 16, called on all those who subscribe to a philosophy of general liberal education for all youth, in a common school system, to mount public campaigns of the type that had brought success to the brigade of almost scientists and educational antediluvians.

Malcolm Skidbeck, who has just read the board, said the first objective was to state the current of "highly disguised hostility, contempt and contempt" that central government was directing at teachers.

"We cannot but be struck by the paradox of administrations devoted by rhetoric or declared ideology to promoting initiative, enterprise, independence and freedom, yet consistently denigrating the performance of schools, usurping power, pre-empting decisions, giving an impression of cynical or amused aloofness from the actual environments in which educational action occurs."

Politicians and government departments should have less influence over the content of the curriculum and should concentrate on providing the resources and the framework for change.

Professor Skidbeck, director of studies at the Schools Council, was speaking at the University of East Anglia at a meeting in memory of the late Professor Lawrence Stenhouse.

OVERSEAS

White parents count the cost of school equality

The South African Government is planning to end free education for white pupils and charge their parents part of the costs.

The groundwork was laid last year when the statute saying education (including books and stationery) "shall" be provided free in white provincial schools was changed, in a little-noticed amendment, to read "may".

Mr Fanle Schoeman, the provincial executive in charge of education in the Transvaal, told *The TES* that a similar change would be made in provincial ordinances next year. In the meantime, he said, kids were being flown at meetings of parents and school governing bodies. The issue was being handled very carefully, and the reaction so far had been "very, very positive".

Mr Schoeman said that education (of whites) from pre-primary to teacher-training level cost the province annually about R900 (£450) a head, the bulk of this money coming from the taxpayer via Parliament. No final figure has been put on what parents might be expected to contribute, but Mr Schoeman said it could be between 5 and 20 per cent.

Dr Gerrit Viljoen, the Minister of National Education, has indicated that parents will be asked to meet the

SOUTH AFRICA

John Kane-Berman discusses a statute change that may affect the whole education system

greater portion of the cost of school books. White schoolchildren have long received text and set books as well as stationery free, whereas free textbooks have been provided in black schools only since 1979.

Stationery is provided free only in those (few) black classes where education is compulsory, while black children have to pay for all their set books — a situation which is not expected to change. Per capita state spending on black schooling was last year around R165 per pupil.

Dr Viljoen has called this situation unfair, and indicated that the ending of free white education implies that the introduction of free black education is not possible. Whites are wealthier than when education was first made compulsory, he claims, and says the state cannot afford to provide all groups with facilities which whites alone have grown accustomed to receiving at no charge.

Moves to end free white schooling

tie in with attempts by the Government both to improve the quality of black education and keep government spending in check. Mr Owen Horwood, the Finance Minister, said earlier this year that complete parity in schooling in 1990 — at the optimum pupil-teacher ratio and making no allowance for intervening inflation — would require an outlay in that year of R5,280m, which would be about two-fifths of total government expenditure. (The total provided for education in the 1983/4 budget was R3,410m.)

The Government's moves should be seen in the context of the notorious racial inequalities in South African education. A cynical view is that the Government, recognizing that black education is measured against white, aims to achieve equality by dropping the white standard because elevating black education to the present level of white education would be too expensive.

Another view is that the Government, by asking white parents to contribute to their children's schooling, intends to free funds for diversion to black education. Certainly in recent years state spending on black education has been increasing faster than on most other government functions in an effort to make up the education backlog.

Dr Ken Hartshorne, a member of the De Lange commission of inquiry into education and a former senior official, told *The TES* that the commission had said a single education ministry was needed to ensure equality. "Equality of opportunity is what you begin with," Dr Hartshorne said, adding that development funds were being used to make up the backlog and bring black education up to the same norm as white.

There appears, however, to be little chance at present that De Lange's proposed single ministry will be established.



Dr Gerrit Viljoen



A series of violent incidents prompted a hasty response to the dispute.

Strikers compromise for the sake of peace

ECUADOR

Colin Harding reports on a national dispute over teachers' pay.

The Ecuadorian teachers' union, Unión Nacional de Educadores (UNE), ended a month-long strike this week, after a reluctantly accepting a pay offer of 1,300 sucres a month (about £12) on top of their basic salary of 5,000 sucres. The union's original claim was for an increase of 3,000 sucres a month.

The teachers' leader, Señor Edgar Herrera, said that the Government's offer (the employer is the Ministry of Education) was nowhere near enough to satisfy his 70,000 members, but the union had decided to call off the strike "for the sake of the students and teachers". More than 1,000 UNE members had been on strike.

The action had closed 11,600 state schools and left 1.7 million Ecuadorian children without classes. The teachers' union, Señor Edgar Herrera, said that the Government's offer (the employer is the Ministry of Education) was nowhere near enough to satisfy his 70,000 members, but the union had decided to call off the strike "for the sake of the students and teachers". More than 1,000 UNE members had been on strike.

President Osvaldo Hurtado's pay offer was rushed through Ecuador's single-chamber Congress last week after a series of increasingly violent demonstrations had spread alarm in official ranks. The Government had been arguing that to pay what the teachers were demanding would have added US\$204m to the national budget, or the equivalent of about 11 per cent of the current budget deficit. In its present straitened circumstances, the President argued, Ecuador simply could not afford it.

Ecuador's democratically-elected Government is wrestling with the economic consequences of declining oil prices (Ecuador is one of the smallest producers in OPEC), which have left it with dwindling revenues and unmanageable foreign debt repayment obligations. President Hurtado has been forced to go cap-in-hand to the IMF for a stand-by loan, and has been seeking both new loans and the rescheduling of old ones from the international commercial banks.

As part of its efforts to win a

sympathetic hearing from the IMF and the banks, the Government has cut back heavily on public expenditure, particularly on subsidies for basic goods and services. This has led to big price increases for foodstuffs such as rice, oil and flour, and a series of petrol price rises.

A 27 per cent devaluation in March has added to the inflationary effects of these measures, and a 60 per cent inflation rate is expected by the end of the year.

After years of relative price stability, thanks to the cushioning effects of the oil boom, the impact of these sudden increases on the Ecuadorian population has been traumatic. The Government has had to face a series of strikes organized by the 300,000 strong United Workers' Front (FUT), which represents the three main labour organizations. A series of planned 24-hour stoppages was called off by a call for a general strike.

The teachers have been in the forefront of this agitation, even though, as white-collar workers, they are better off than the majority of FUT's supporters. The minimum wage for manual workers is only 4,600 sucres a month and both FUT and UNE want this increased to 8,000 sucres.

The scale of popular support for the teachers' claim — some 20,000 people marched through the centre of Quito, the capital, in mid-June at UNE's bidding — forced the Government to convene a special session of Congress to consider their demands.

President Hurtado does not have a stable majority, but he convinced enough representatives that big wage increases would neutralize the beneficial effects of devaluation to ensure that the teachers' demands were not met in full.

As well as the pay increase, UNE wanted more spending on education and reorganization of the entire educational system. It has a long tradition of militancy, and teachers' strikes are always a headache for any Ecuadorian government because of the danger of rioting by students.

Ministry gags activist speaker

ISRAEL

Israel's Education Ministry has forbidden Rabbi Meir Kahane, leader of the ultra-nationalist Kach Movement, to give guest speeches and answer pupils' questions in the country's schools.

Kach believes in Israeli settlement of and sovereignty over the occupied West Bank and Gaza Strip and the gradual depopulation of these territories of their 1.1 million Palestinian Arab inhabitants. Rabbi Kahane founded the Jewish Defence League in New York, which aimed to protect Jews and Jewish institutions from harassment and terrorist attacks.

The Education Ministry's ban, issued on the personal instruction of the Minister, Mr Zevulun Hammer, came after the grenade attack against Peace Now Movement demonstrators last February outside the Prime Minister's Office in Jerusalem.

The ban on Rabbi Kahane — whose Kach supporters are suspected of throwing the grenade — took observers in Jerusalem by surprise as the recent trend in the country's schools has been a steep increase in guest appearances by various political party leaders and activists in the schools. Many parents have complained to teachers that their children are being regularly bombarded by propaganda from both the Likud — the parliamentary faction of Prime Minister Menachem Begin — and the opposition Labour Alignment.

Mr Eliezer Shalom, the Education Ministry director-general, announcing the ban on Rabbi Kahane, said that his speech represented "incitement" but appearances in the schools of activists of the "respectable" parties

helped to draw pupils nearer to public affairs.

But an Alignment spokesman recently said that Alignment workers have recently reduced their level of activity in the schools in the interests of maintaining a "balance", as Likud workers have recently curtailed their school appearances.

A Likud spokesman, while admitting that his party had difficulties providing schools with lecturers, maintained that the party's condition in the schools in Tel Aviv was "fine", meaning that the country's youth supported Mr Begin.

Labour's youth college, named after the late Deputy Prime Minister Yigal Allon, is still awaiting official Education Ministry recognition and financial support.

Benny Morris

OVERSEAS

Taming tactics in the lion's den

UNITED STATES

Peter David on how President Reagan is trying to divide and rule teachers.

President Reagan gave his campaign for educational reform a dramatic boost last week by visiting Los Angeles to address the annual meeting of the American Federation of Teachers, the second biggest teachers' union and an organization which has been an outspoken critic of administration policies.

Despite a walk-out by more than 100 delegates, and subdued heckling by others, the President was given a generally polite reception when he called on teachers to join the Administration in efforts to upgrade the performance of high schools and restore a curriculum centred on the academic basics.

Comparing America's mission to improve educational standards with its race in the 1960s to put a man on the moon, Mr Reagan said the teachers and the Government should resolve to reverse the decline in scores in maths

and science and increase average marks by 50 points within the next decade.

"I am less deterred by the differences between us than I am encouraged by the important areas of agreement that we share. The AFT wants to upgrade standards, including emphasis on testing both students and beginning teachers, changing curriculum to strengthen academic requirements and increasing homework assignments. So do I," he said.

"The AFT believes in stricter discipline codes in school, including provisions to remove students who have histories of repeated disruptive behaviour. So do I."

His decision to address the AFT in such conciliatory terms is one of the most unexpected flourishes the President has yet made in his five-week-old campaign to push educational issues into the political limelight.

The 550,000-member union has lobbied vigorously against virtually all the Administration's existing educational policies, and particularly its plan to give tuition tax credits to parents who send their children to private schools.

The AFT has also consistently opposed the President politically. It backed President Carter in the 1980

election and supported anti-Reagan candidates in last year's midterm elections.

Although he was careful to avoid contentious issues like tax credits, the President made no pretence in his speech of wanting to call a truce with the AFT's larger trade union rival, the 1.7-million member National Education Association. In an undisguised attempt to capitalize on the fierce rivalries between the two unions, he congratulated the AFT on pursuing better policies than its bigger competitor.

"I know there is another pretty big education organization out there. But it is my opinion that dedication, open-mindedness and initiative count for just as much as size and it seems to me that in all three categories the AFT, like AFT, tries a lot harder."

The AFT and NEA are locked in a permanent struggle for members, but also differ on a number of educational and philosophical issues. The AFT, under the charismatic leadership of Mr Albert Shanker, tends to adopt more conservative attitudes to racial equality and foreign affairs than the NEA. The AFT also claims to be more willing to put the interests of education above the interests of teachers.

Many of these differences were highlighted in the President's speech, which contained a stinging attack on recent attempts by the NEA to produce curriculum materials for teaching children about nuclear war and racial bigotry. Both sets of teaching materials had been criticized by the AFT as biased and one-sided.

The AFT, Mr Reagan said, stood in bright contrast to those who have promoted curriculum guides that seem to be more aimed at frightening and brainwashing American schoolchildren than at fostering learning and stimulating balanced, intelligent debate.

In a press conference after the President's address, Mr Shanker said he welcomed the Administration's new interest in education. But he gave a warning that there were still significant differences of opinion between the President and the AFT.

One of the most important is the opposition of both unions to tuition tax credits. The Administration argues that tax relief for private schools will raise standards in the public education system by sharpening competition; the unions claim the scheme will lead to a massive hemorrhage of pupils and money from state-funded schools.

Maths before mud with baby-brain booster

A child who can swim at three months, read at nine months, play the violin by age two, speak fluent Japanese by three — this precocious chronology is not the plot for a new *Superman* film, but the ambition of many American parents. According to advocates of the Better Baby movement, any child can be — and deserves to be — a prodigy, given a proper education from birth.

"Babies are not just loveable little idiots," stresses Tom Tindall, a director of Better Baby Inc., who tours the United States instructing parents and

thirst for knowledge which he believes is in every infant.

For \$490 per person or \$800 per couple (about £320 and £600 respectively), participants in the Better Baby course are treated to five successive eight-hour days of large-screen videotaped classes demonstrating how to teach babies reading, maths, gymnastics, art, foreign languages, and what Tindall calls "encyclopaedic knowledge", covering anything a parent chooses, from species of birds to the parts of a jet engine.

The movement began in 1964, with the publication of Glenn Doman's best-selling book *How to Teach Your Baby to Read*. Based on techniques developed in his work with brain-injured children, Doman, a physiotherapist, made the startling claim that "it is quite possible to be able to read before one is able to speak." In fact, he suggests that instruction begin even before infants can fully focus their eyes. Doman's book has been translated into 16 languages — it is available in Britain in both hardcover and paperback — and has been followed by *Teach Your Baby Mathematics*.

To reinforce the message in the books, Doman founded the Better Baby Institute in 1977. Based in Philadelphia, the non-profit organization conducts research and offers seminars to the public.

Two years ago, a pair of enterprising Californians brought the Doman message west, via videotape. Their Better Baby Inc. is a separate organization, now offers Doman's expertise in a growing number of locations.

Tindall estimates that 1,000 parents have attended his taped seminars in the year alone, and enrolments are growing dramatically. Add to that figure the number of people who are using Doman's books on their own and those who are taking similar courses which do not carry the Doman authorization, and the number of parents interested in infant academics becomes formidable.

Tindall explains Doman's philosophy with the enthusiasm and conviction of a missionary. "Every child born has a higher potential intelligence than Leonardo da Vinci ever used. Any child has the capacity to

become a Leonardo or a Mozart or a Cathy Ripby." (The last, a former Olympic gymnast, practised Doman's techniques with her baby.) Tindall hastens to point out that potential capacity is not the same thing as achievement.

The Better Baby theory seems to rest on an analogy to electronics. According to Doman, "The newborn child is almost an exact duplicate of an empty computer." In the Better Baby lexicon, instruction involves establishing "circuitry", and information is imparted in "bytes". The development of the mind, it is argued, must be done before the age of seven, during the time when the brain is undergoing its greatest period of growth. Whether or not a child retains "bytes" in later life, the "circuitry" will have been established, they claim, providing the capacity for achievement as an adult.

Instruction is largely conducted by means of cardboard rectangles either bought in ready-made kits or prepared to Doman's exact specifications and flashed in front of the baby at least three times a day. Other props include kitchen spoons, to develop the senses of smell and taste, and musical instruments, for pitch.

Doman cautions against overloading a baby and recommends brief sessions to be held when a child is receptive and ended before he or she becomes bored.

Better Baby graduates, who receive a "professional parenting certificate" at the end of the course, expect to train their tots to read books (not necessarily in English), distinguish between cards with 78 and 79 dots, and identify famous paintings. Videotapes indicate that some young children, at least, can indeed perform at surprising levels.

While the Better Baby movement may be controversial, the swing towards more and earlier pre-school education is not. Swimming lessons for three-month-old babies and gymnastics classes for toddlers are a routine part of government-sponsored recreation programmes. Few middle-American mothers today would bat an eyelash at Suzuki music lessons for three-year-olds.



The elitist overtones to the trend towards earlier education are ironic in view of its egalitarian origins. It began in the mid-1960s with Operation Head Start, an arm of the anti-poverty programme designed to provide extra stimulation for economically disadvantaged pre-schoolers in the hope that they would not fall behind their middle-class peers in later school years.

From the Head Start philosophy came the television programme *Sesame Street* and the popular realization that toddlers could pick up letters and numbers as easily as nursery rhymes and commercial jingles. Today, it no longer surprises teachers when children enter kindergarten already knowing how to read and write.

Whether or not Head Start programmes have been successful in promoting higher achievement is an issue still hotly debated in professional circles. Research results are mixed. There is no research on Doman's Better Babies, either to verify his claims in the short term or to measure the effects of a Better Baby background in the long term. However, child psychologists, educators and other experts seem wary of the move-

ment. The paediatrician Dr Benjamin Spock has criticized it as making babies overly intellectualized at the expense of emotional development. Others point out that Doman's method promotes mimicry and passivity, while the stress of early competition may in fact backfire, according to some psychologists, setting children up for later failure.

Movement members scoff at such criticism. Doman's grown daughter Janet puts much of it down to anti-intellectualism. She believes that babies (taught by her father's techniques "grow into very bright people with broad interests; they are also very gentle, civilized individuals" and "relate well to their peers".

Whether or not the Better Baby model makes good educational sense, it appears to make good business sense. Tindall bristles at the suggestion that his seminars are overpriced, claiming that many do not break even. However, his organization plans to launch a chain of Better Baby stores this spring, selling only instructional materials such as computers and musical instruments — no toys.

Tindall sees this commercial growth as an indication that over the years the Doman philosophy is becoming accepted. "Given the choice," he says, "any baby will choose maths over mud pies. A child will move to the highest complexity he is capable of. He wants to be like us as quickly as possible."

Lucy Warner

COURSES

CHILD EDUCATION

Learn about the world-wide acclaimed Montessori Nursery & Primary Method — probably the most successful and rewarding approach to child education for 2½ to 12 year olds.

If you aim to qualify as a professional Montessori teacher, broaden your qualifications or wish to guide your own children through their formative years to achieve their full potential, send for details of the Montessori Method and the internationally accepted Teaching Diploma available through our full time, evening and tutor-guided Correspondence Courses. The London Montessori Centre is the only Montessori Teaching College assessed by the Dean of Professional Studies, Institute of Education, London University. For prospectus please write to:

London Montessori Centre
Regent's Dept. TEL 197
16 Balderton Street London W1T 1TQ England

LEARN TO TEACH ENGLISH (EFL)
This summer **ONE WEEK RESIDENTIAL COURSES AT KENT UNIVERSITY CANTERBURY**
The Course objective: To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week. From £90 pw, inc VAT

Trisha East, Pilgrims Teacher Training Dept., 15 Vernon Place, Canterbury Kent CT1 3YQ (0227) 69127

Guided Home Study for DEGREES, GCE and BEC

LONDON UNIVERSITY: LL.B., B.Sc., B.A., English, French, History, B.D., Diploma in Education.
CAMBRIDGE UNIVERSITY: Diploma in Religious Studies.
GCSE Over 60 'O' and 'A' level subjects.
BEC: New specially approved courses for the National Certificate.

For free details and advice, telephone or write to me stating which exam you wish to take.
The Hon. Frank Fisher, CBE, MC, MA, Principal, Dept. BD3, Wolsey Hall, Oxford OX2 0PA. Tel: 0865 54231 (24 hours)

Accredited CACC
Wolsey Hall, Oxford

To advertise your courses please contact

JOHN LADBROOK

on 01-253 3000

Ext. 221

COURSES



EVALUATING TEACHING QUALITY: The roles of LEA and Senior Staff

A national residential conference.
Somerville College, University of Oxford.
3rd-5th January, 1984

Further particulars (see please) from Evaluation in Education, 7 Ledward Lane, Bowdon, Cheshire WA14 8AD

The 'Journal of Evaluation in Education' (quarterly £10.50 pa) carries articles covering new developments in the field. Subscriptions/orders to address above.

Apply now to start this October on the PART-TIME EVENING MA in Deviancy and Social Policy

Designed for those concerned to expand their knowledge in regard to deviant behaviour, crime and social policy — including a special option in Women and Society — the course provides a thorough sociological approach to understanding all these aspects.

Options include:
● Women and society
● Family, law and social policy
● Deviant behaviour
● Sociological theory
● Legal and social policy
● Social problems

The course lasts two or three years, and is taught on Tuesday and Wednesday evenings at the Polytechnic's Enfield location. Assessment is by essay — there are no examinations. Further information: Admissions Office (Ref. C781B), Middlesex Polytechnic, 114 Chase Side, London N14 6PN. Tel: 0800 0599 (24 hours).

Middlesex Polytechnic

M.A./P.G. DIPLOMA (CNA) in CONTEMPORARY GERMAN STUDIES

One evening a week for 2-3 years. Both the Diploma and the M.A. focus on the major political, economic, social and literary aspects of the two Germanies since 1945.

These courses are largely taught and examined in German. For further information please contact: The Course Director, Ealing College of Higher Education, (Room 823), FREEPOST, Ealing W8 5BR. Tel: 01-578 4111, Ext. 3276.

LETTERS

What teachers can gain from staff appraisal schemes

Sir - "Name and address available on request" (TES, July 1) asks a number of questions. Some of the answers require more detail than is practical in a correspondence column, but a brief response is called for, and he or she will see my name and will know my address if further information would be helpful.

The report in your edition of June 10 was the result of a five-minute telephone conversation with your reporter and could not possibly convey the full purpose or "flavour" of the Cambridgeshire initiative. It also made some assumptions as does your correspondent. The primary purpose of performance management is not to help an i.e.a. make decisions about staffing, job descriptions, contract and salary. It is to ensure that people know clearly what it is they are expected to achieve and whether they are achieving it; to give a better understanding of how individuals contribute to the overall aims of an organization (e.g. school) and to focus on training needs and career aspirations.

I agree very much with your correspondent that employees should be asked what kind of support they need: that is exactly what is happening in our small pilot scheme, and I have been at pains to emphasize that schools should only join the scheme if they believe it will be useful to them. Participation is therefore voluntary: the figure of "100 teachers likely to be involved" was quoted as the maximum for this initial pilot: in practice it is likely to be much smaller.

The key to goal-setting is agreement and the adjective "pre-defined" is not mine. The goals for the coming year are arrived at by a process of discussion (in much the same way that an architect's brief is worked-up) until a realistic target is agreed. If agreement is not reached by the two people concerned a judgment will be made by a third party, the next most senior colleague, though my experience of operating the scheme within an office has not yet reached that point in a single case. It does of course require a commitment of time, especially in the initial stages, as your correspondent implies, but if the benefits do not justify the time then the school will no doubt choose not to continue with the system.

My own belief is that most people prefer clarity about what is expected of them and to know whether or not they are performing well, rather than to be left ignored or uninformed. Although professional advice from outside the school is important and helpful, many of these questions are best addressed in the context of the individual school by the professionals who work in them. It is interesting that the subject of annual appraisal is starting to be raised by some of the professional associations and the small Cambridgeshire pilot will, perhaps, make a contribution to that debate.

G H MORRIS
CEO
Shire Hall
Castle Hill
Cambridge



Kenny Everett: one of the performers who received a low rating from the DES report.

Popular values

Sir - It is sad how Mr Chris Dunkley misses the point, and debases the discussion of the DES report, *Popular TV and Schoolchildren* (TES, "Platform", July 1).

I do not wish to support all their judgments. But I do call on Mr Dunkley, and educationists in general, to recognize what it is that concerned the authors of the report, and to share that concern.

The report opened explicitly: it "was concerned with the images of adult life and society made available to young people". It added: "It is important to note that the focus of attention is... on values, explicit or implicit, within the programmes". These (as it pointed out) are not matters that can be dealt with by censorship.

The report was concerned with popular programmes because they are watched more. It is the amount of time spent on television that makes it more significant than any of society's previous experiences.

The poverty of Mr Dunkley's mind is hinted at in the rhetorical questions he puts in response to his question, "what are the teachers really telling us?"

Classroom conflict

Sir - I was amazed by Gwilym Scourfield's attack on David Leland's television play, *Birth of a Nation* (TES, July 1). To accuse him of "oversimplification of his case" and distortion of the truth is to ignore what seems to be Leland's main argument.

It is naïve to assume that the play was about "the evil of corporal punishment in a poorly managed school situated in an area of high unemployment". This may have provided a dramatic background, but the play's purpose was more subtle than Mr Scourfield suggests.

Significantly, Lawrence Norcross wrote in his review of the play that "though David Leland is not a saint, and in the end signifies very little" (TES, June 24).

The play was about all the conflicts in schools, and not just about bullying, and too many characters in that school were intent upon their own survival among those conflicts - at the expense of their pupils. (Perhaps that is even true of Mr Leland, who resigns.)

If so much energy is channelled into conflict and survival, is it surprising that learning comes low down on the

list of priorities? How can a nation be born into such unsympathetic surroundings? The play demanded a personal reassessment from every teacher: why am I in school at all? I would like to show the film to every student teacher in the country as September approaches.

JANET BRENNAN
Head of English
Sandfields Comprehensive School
Southdown View
Port Talbot
West Glamorgan

Unconvincing fury

Sir - In your issue of 10 June, Mr Lawrence Norcross (TES, June 24) was not entirely convinced by the sound and fury of *Birth of a Nation*.

If poor humourless Mr Twentyman really intended to cook his dissection specimen, it's lucky he was prevented by the calamities of the play; such idealism could have disastrous results.

ELAINE LEVER
Bridge Farm
Lillingstone Lovell
Nr Buckingham

Over emotive

Sir - Mark Jackson's article (TES, June 10) seems to miss the point totally. Whilst I've had close connections with the Business Education Council since 1977 I have never been a member of the BEC committee so that I can comment freely, based on experience of having run an FE examining body. For a start, many of the nominees to educational bodies of the National Association of Teachers in Further and Higher Education and the Association of Principals of Colleges (of both of which I am a member) are persons whose union involvement is strong. Whilst this is admirable it does not necessarily mean that they are the very best available people in the country to advise and assist in matters of curriculum and assessment.

The system suggested by the chief officers has the advantage of involving providers directly and doing away with the overload of programme committees and minor advisory bodies which appear to be set up in perpetuity without always producing results.

From the point of view of cost and curriculum development effectiveness the chief officers' proposals seem to have everything to recommend them, and the inappropriately emotive tone of the headline and parts of the article are hardly likely to make a difficult task easier.

JOHN GARDNER
Principal
Leigh College
Leigh

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.



Teachers need to be more critical of unsatisfactory software

supplied with it, while major changes to the operating instructions supplied with many other programs are needed before they can even be loaded. I can see enormous problems in extending subsidies to cover software until such time as teachers are as critical of unsatisfactory software as they are of unsatisfactory textbooks.

BARRY GRAY
24 Balmoral Road
Gillingham
Kent

Basic problems

Sir - Anita Straker's statement (TES, July 1) that it is "hard to envisage any 'improper' use of a computer in a primary school" must rate as a classic educational gaffe. One would like to ignore it but it comes with institutional authority.

The most obvious improper uses are those which waste children's time because software is bad in the ways

that other teaching aids can be bad: poor content, bad presentation, ideas incorrect or in the wrong order, wrong level or pacing of material. Anita Straker knows these problems. There are others, peculiar to computers, such as programs which pause without making it clear what the user should do next.

Less obvious, but serious, is the problem of bad versions of Basic or bad literature which encourages methods of the 1950s and 1960s, starting eager young (or old) minds down the road to Spaghetti Junction. Where does Miss Straker (and the WEP) stand on that issue? Not everyone will want to program in Basic but experience shows that some pupils and teachers will in many schools, despite initial intentions not to do so.

I accept that some errors must be made in such a big enterprise but we must not completely abandon the usual educational criteria. We need to pay more attention to quality after the big influx of what I believe will soon come to be regarded as primitive Iron Age systems.

ROY ATTERTON
80 Elm Road
Reading

Creeping effect

Sir - I note in your article concerning the report published by the National Council for Educational Standards (July 1) that the authors "claim to have adjusted the results to allow for social class differences between authorities and for the 'creeping effect' on comprehensives by selective schools".

I have a letter from the council

R W STREET
Headmaster
Stewards School
Parnall Road
Harlow
Essex

Software

Sir - Although most primary schools I know have been allocated totally inadequate budgets for the purchase of educational software, and agree that the benefits of the present hardware subsidies will not be fully felt until the subsidies are extended to cover software, that is not the problem at our school. Our problem is spending our software budget.

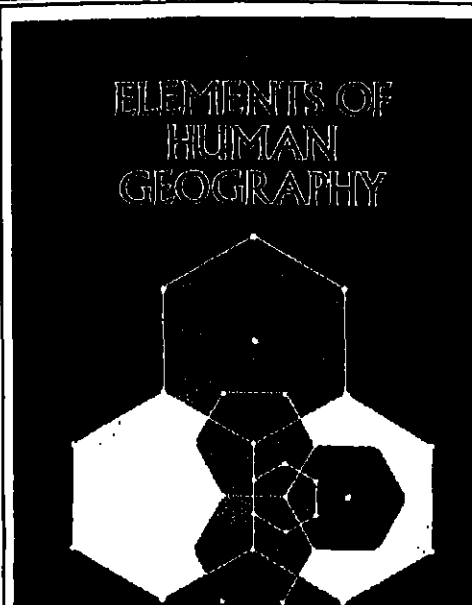
Why? I have been a teacher for eight years, and I wrote my first computer program 16 years before I became a teacher. There is no way in which I am willing to buy most of the software at present available.

Take "Science" for example. This was reviewed in your columns on July 1, and I had been able to use it about a month before that. In my opinion a program which allows children to enter the numeric part of a quantity without its units, serves no educational need. Most children I teach have very little difficulty with reading most laboratory instruments, other than dual range instruments, which "Scales" does not simulate. It is the units which they forget or confuse.

Even those programs which are satisfactory are totally inadequately documented.

For example, many schools, including ourselves, have bought BBC Model Bs with disc interface and operating system but with cassette recorder, as this is the configuration which receives the government subsidy. Yet not even the software supplied with the computer itself can be run on this configuration using only the documentation

FEATURES



The geography of race

David Wright finds two of the standard texts in human geography are an insult to certain races

The evidence from two textbooks that are in every way above average - modern, detailed, popular, by respected authors and well-known publishers - suggests that in spite of everything that has been said about racial issues in the classroom, the material used in the study of race is insensitive and misleading and shows little sign of improvement.

The two books represent the extreme ends of a spectrum of authorship. *Man and his World* by J A Dawson and D Thomas (Nelson 1975, seventh impression 1982) is by two senior university teachers. If this book has academic weaknesses, other books are likely to have even greater ones. *Elements of Human Geography* by C Whyne-Hammond (Allen & Unwin 1979) is by a teacher in north London is unaware of the multicultural nature of our society and the need for a changed curriculum, what hope is there for other authors?

Neither of these books considers the genetic unity of *Homo sapiens*. All mankind is biologically more similar than - for example - a blackbird and a thrush, or a chaffinch and a greenfinch.

"The Diversity of Man" - not the unity of man. After a quick study of the history of mankind, we plunge directly into an account of the differences between races.

In *Elements of Human Geography* the "Population Distribution" chapter starts uncompromisingly with the sub-heading "Race and Races". The first sentence states bluntly "Everyone knows that human beings are not the same the world over." Clearly, it is the differences that matter to the author, not the similarities. He continues: "Of all the methods used in identifying human groups, the most common is by race". There is no evidence given for this assertion; nor is the reader invited to question whether division by continent, or by country, or by faith, or by age, or by wealth, or by occupation, or by interests might be more common, let alone more useful or more important.

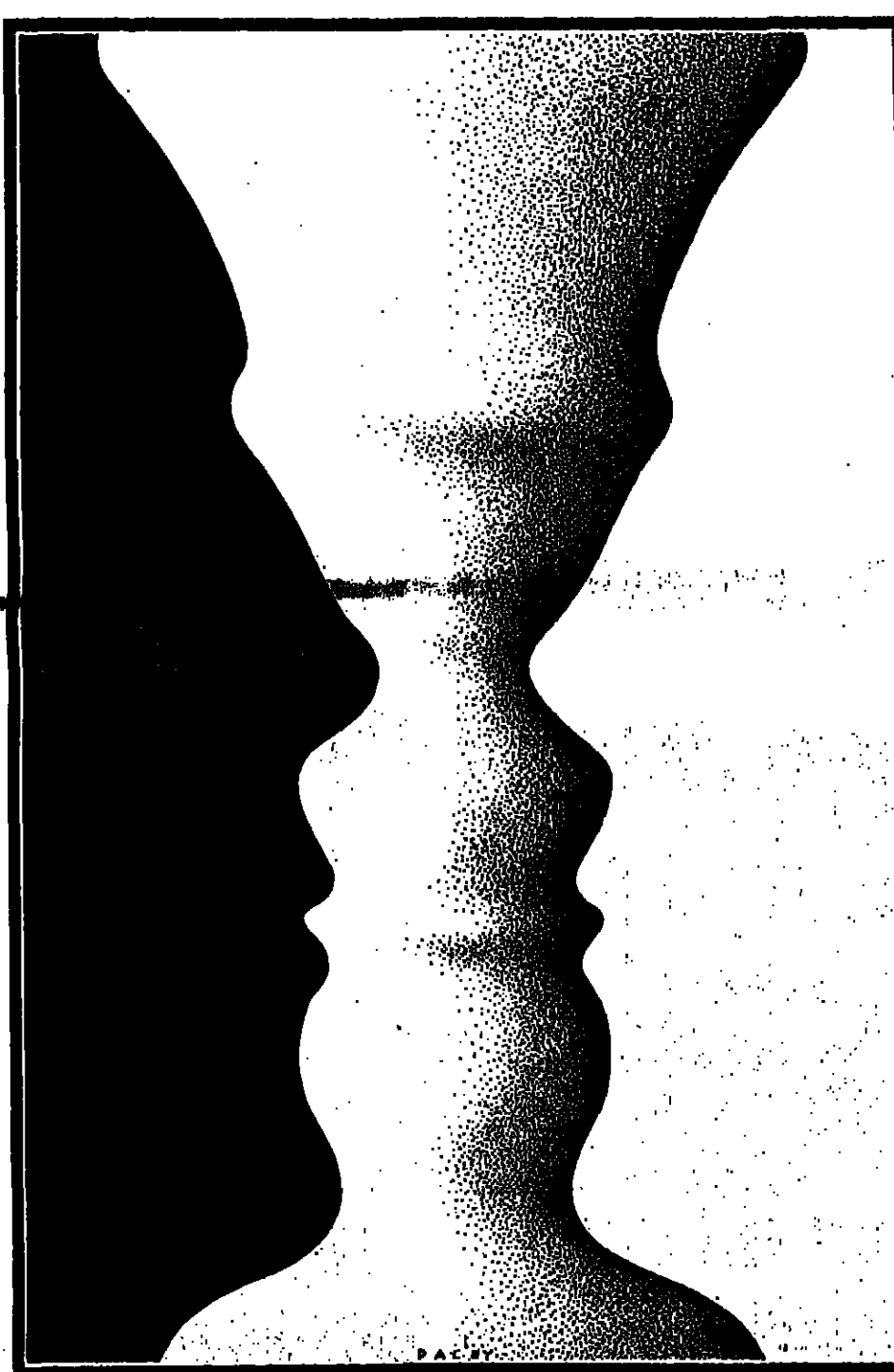
Both books are strong on racial differences - but nowhere do they stress that the differences are minor. Two pages on the different widths of heads, noses, chins, lips, etc take on the role of major contrasts, since the similarities are never mentioned.

Man and his World tells us "The negroid head form has a strong inclination towards prognathism (a jutting chin)." Both books state that negroid people have "everted lips"; one book explains this as "turned outwards". Are such pseudo-scientific and obscure words really necessary? And might it be that whites have lips that are turned inwards (inverted)? The assumption is that we are normal and they are odd.

"The lips are thick" is a statement about "negroid people" in both books. But "thick" does not just mean "broad" to pupils: "thick" is also used as an adjective to imply low intelligence.

Dawson and Thomas write "head hair is coarse-textured and curly or woolly". Whyne-Hammond readers this "Coarse hair, usually curly or woolly." But "coarse" has numerous meanings - mostly uncomplimentary. The contrast is "fine" for "caucasoid peoples". "Woolly hair" may not seem insulting at first sight - until it is misinterpreted as "woolly-headed" and applied to minds and thinking. The contrast is "straight or wavy" for "caucasoid" people (in both books); these words have many positive connotations in contrast to the negative connotations for the words applied to "negroids".

"The mongoloid group - another word with negative meanings - have 'broad faces' (Dawson) or 'flat faces' (Whyne-Hammond), 'flat noses' (both books), and 'coarse hair' (both



books). They have "the epicanthic fold" (both books): this is explained as "with skin drooping over the eyelids". "Drooping" is not an attractive term.

The ultimate in negative terminology comes from Dawson and Thomas' description of "capoids" (Bushmen and Hottentots). "Females exhibit a pronounced physical peculiarity named steatopygia (that is, an excessive development of the fatty tissue on the buttocks)". Notice the negative words: "pronounced peculiarity" and "excessive development". Why do these authors describe other people as "peculiar" with "excessive" development? Might we not be equally welcome a comment such as this, if a "capoid" wrote a geography book: "Britons have a pronounced physical peculiarity named ossopygia (that is, inadequate fatty tissue on the buttocks)".

Both books offer very negative descriptions of non-whites, and very positive descriptions of whites. This may only be accidentally racist - but

it is certainly ethnocentric. The authors have not begun to consider their role in a multiracial society.

It is not only the similarities of *Homo sapiens* that are missing. Neither book emphasizes that several differences are greater within racial groups than between racial groups. The concept of the mean being less significant than the standard deviation from the mean is important in other parts of both books. But the authors ignore their own wisdom when tackling race.

Only Whyne-Hammond discusses differences within races in any detail: Nordic, Mediterranean and Alpine peoples are contrasted. Once again, his own group comes out best: "tall, fair-headed, fair complexion". How different from the "olive complexion" of "Mediterranean people" and the "sallow complexion" of the Alpine people.

But these descriptions of physical characteristics are not the most alarming elements in the books. Whyne-Hammond moves beyond the description of physical characteristics to mental

characteristics. He states: "Some psychologists believe that certain mental attributes can also be an aspect of race - factors like nature and intelligence." These anonymous (and discredited) psychologists seem to carry his approval because he does not mention that most psychologists do not agree with them. And he makes sweeping statements with no evidence. Of Nordic people, he writes: "Mentally they are apt to be inventive and energetic, and have the ability to plan. Found in Britain and Northern Europe".

He does not describe the mental state of non-whites, but the implication of inferiority is clearly there. This is blatant racism - yet the book was first published as recently as 1979. Of the Mediterranean people he asserts: "mentally they may be poetic, musical, artistic and hot-tempered".

I, too, would be hot-tempered if I were described in that way by an author who had just described himself as "inventive and energetic". How fortunate that this author lives in London, for he states: "In Britain this type can be found in Scotland, Ireland and Wales".

Why is this unsubstantiated gossip allowed to appear in print? The author starts his book by saying, "The subject (geography) is becoming less descriptive and qualitative, and more scientific and quantitative". Yet by page 22 he is becoming totally unscientific. And he is leaving both white and black pupils to wonder what black people are like "mentally" by comparison with "Nordic" whites.

Small wonder that by page 50, he is asserting, "Many countries can no longer absorb large numbers of aliens... some countries are highly selective indeed in their acceptance of foreigners". With "facts" like these, one might expect the statement "only Nordic caucasoids need apply".

Dawson and Thomas, who avoid statements about the mentalities of racial groups, write "often... in-migration is perceived as the introduction of alien and unwanted groups which upset the economic well-being and social homogeneity of the existing society...". There is no discussion of whether this perception may be wrong. Statements like this, in respected books by respected authors, reinforce lies, half-truths and misconceptions about the causes of immigration to Britain. By describing people's alleged perception, they are encouraging the perception they describe.

Material like this should be challenged by teachers and by students but with exams in sight few will have the time or inclination to question the textbook - most pupils will grasp it as the means to that coveted certificate.

If teachers with sufficient expertise to be authors of standard textbooks write this insensitive material, what hope is there that other books - and other lessons - are less bad? At a conservative estimate, 100,000 pupils have studied *Man and his World*. Some of them are now policemen, teachers, social workers. Others will soon qualify in these fields. What will their attitudes to race be?

The newer book is worse than the older book. So those who assume that things are getting better and that the problem is old books are wrong. The concept of a multicultural classroom or society seems to be totally unfamiliar to these authors and these well-known publishers seem to have only considered the manuscripts from the viewpoint of white pupils.

Clearly, we still have a long way to go if we are seeking a non-racist curriculum and an anti-racist society.

David Wright is Lecturer in Education at the University of East Anglia, Norwich.

FEATURES

Young writers

Jonathan Croall looks at the changing face of creative writing through the children's literary competition which this week celebrates its twenty-fifth year



A really decent teacher doesn't need it, but since half the teachers aren't much good, they seize on the idea.

The idea in question, which teachers have been seizing on now for a quarter of a century, is the W H Smith Young Writers Competition. Although there is clearly considerable substance in this critical comment made by one of the 1983 panel of judges, it's also true that many teachers have made more creative use of the competition in encouraging children to write for a public audience.

The idea came originally from Sir Herbert Read, best known to teachers of the post-war period as the author of the pioneering book *Education through Art*. Read, an established poet and literary critic, believed that children

were capable of expressing themselves in literary form, and argued that it should be one of the primary concerns of education to help them to express themselves in this way.

Today such a philosophy may be unexceptional, but in the late 1950s it was not widely accepted. Impersonal and carefully argued essays were still the norm expected by teachers in most secondary schools, while at the primary level few were prepared to encourage their pupils to go beyond the well-worn themes of Spring, My Holidays or Witches.

Read and his first panel of judges - they included the influential HMI Christian Schiller, the novelist William Golding and the poets Richard Church and Kathleen Raine - were looking for something completely different.

They were certainly not concerned with technical questions of handwriting or spelling. What mattered in the children's work, Read asserted, was "the freshness of the vision, expressed in clear images; the depth of feeling evident in the choice of words and the rhythm of the sentences" and, at least among the older age group, "an ability to organise expression into effective form".

For its first 18 years the competition was run by the *Daily Mirror*, and known as the Children's Literary Competition. Seven years ago it was taken over by Smith's, who changed the name, and began to promote it vigorously in schools. As a result, around 90 per cent of the entries are now submitted through schools. Some representative winning entries of the last few years show that this change has brought both gains and losses.

The most marked shift over the last 25 years has undoubtedly been in the choice of subject matter. Each year a selection of the prize-winning entries has been published in book form, originally by the *Mirror*, nowadays by Heinemann. The writing in the early collections concentrates overwhelmingly on individual experience, and on the sensibility of the writer. Personal relationships are all-important: children write of their experiences with grandfather, a tramp, a mysterious stranger. Animals also figure prominently ("Lament for a Pony", "The Dog with a Million Fleas"), and sometimes become the protagonist of the story ("A Year in the Life of a Blue Tit").

Much of the early work displays the kind of freshness and evidence of feeling that the judges hope to find. An eight-year-old girl, writing about "The New Baby", begins: "When I was five years old, I started asking my mother if I could have a baby. 'No dear', she said. So I asked her why. 'Because I am not feeling well.' But I still did not listen to her. I kept on asking her."

Junior-age children could also handle verse forms with apparent ease, as one seven-year-old shows in her poem "The Moon":

Would you like
To be the Moon
And laugh at people
Trying to reach you
Would you like
The silver moon
To be the stars
At every hand?
Would you like
To be the stars
Making patterns
In the sky
Making all the people cry?
We want you stars
Come here,
I would rather
Be the Sun
Shining on
The work I'd done.

On the other hand, a great deal of the material of the late 1950s and early 1960s, especially in the 13 to 16 age range, is self-conscious, knowing, or pretentiously literary, examples of "fine writing" of the worst kind. Taken together, the entries of this period rarely exhibit any understanding of or interest in problems of a social or political nature rather than individual nature.

By the 1980s the picture is looking very different. Topics such as conservation, the bomb, and inner-city deprivation all now feature as a matter of course among the material submitted. The judges have noticed a great upsurge of outrage about poverty, resulting in many sympathetic entries on the plight of the lonely, the old, and the poor.

The 1982 winning entries certainly reflect this radical change. "Remember: the disabled are no different from ourselves," warns one 15-year-old at the end of her sympathetic piece on her disabled father (evidently prompted by the International Year of Disabled People). A 15-year-old boy reflects on teenage fantasies in "Youth": "All day long and waiting for the weekend. Spending all my money on space invaders and fruit machines. Running to the chippy on Friday nights. Chattering up girls in a sweaty disco, quick fumbled sex behind the bike shed. Spewing up your first Bacardi; a flick blade flashes in the moonlight."

Other pieces also reflect the violence and disrupted lives perceived by the young. One deals with family breakdown, another with psychiatric disorder. The Holocaust is pitifully represented in a short, sharp poem "The Gospel According to St Nuclear", in which "Eve's nostrils filled with gas/And her body did not breathe/And Adam's ribs crumbled inside him/And mankind was no more."

There is even a witty political pastiche, "Margaret Caesar", in which the teacher is



Sir Herbert Read in the 1930s: the competition was his brainchild

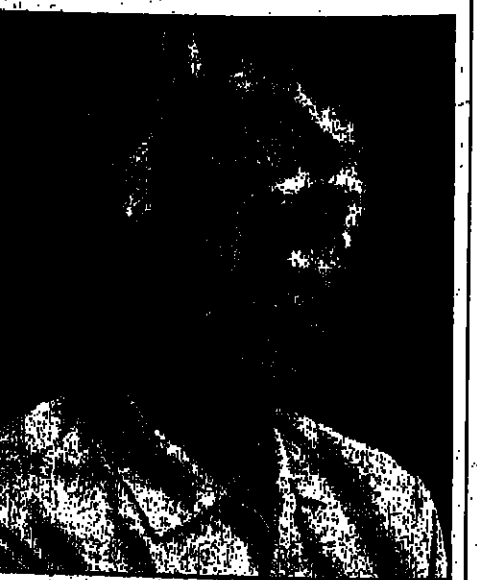
warned by her husband Dennis not to go to the House, but spurns his premonitions, and is murdered by her Tory colleagues - "Et tu, Willie? Then I must die."

Clearly much of this shift can be put down to the influence of films and television, though this does not completely explain the emergence of a particular theme in any given year. In 1982, for instance, there was an abundance of entries dealing with the supernatural, while last year there was a significant increase in the amount of social comment. This year there has apparently been more science fiction than ever before, many entries running to 30 pages or more. *ET* may have a lot to answer for.

Yet teachers remain a pervasive influence too, explicitly or otherwise. The evidence of increased social awareness is clearly due in part to the determination of many English teachers to encourage children to understand what is going on around them, as well as to come to terms with their own feelings in their writing. Yet not all the influence is positive. Although the competition judges have for many years tried to stress that individual contributions should be judged on their merits, and on individual contributions, there are still many teachers who insist on submitting thirty examples of their pupils' ideas on "Looking at Giraffes". The message that the competition is designed for exceptional pieces of writing has still not got through.

Each year also produces another kind of influence. The first published anthology for 1959 contains an erratum slip which begins sheepishly: "Will you kindly note that the three entries listed below are now known to be copies". Such use of existing material has prompted the setting-up of a plagiarism panel, to which dubious items can be referred. With Ted Hughes as one of the current judges, it's rare for a plagiarized poem to go through undetected. Science fiction presents something more of a problem, being outside the expertise of the present panel.

Many teachers shun this and similar competitions because they are opposed to the idea in principle. Others certainly use it for the wrong reason, either simply to fill a lesson, or to enhance the prestige of their school or department. Yet if the worst of the current 35,000 entries reflect the awful mediocrity of so much English teaching, the best can serve to confirm Herbert Read's belief that "in rare cases the child is capable of a quality of expression that is to be judged and accepted by the highest standard of literature."



Christian Schiller HMI: one of the early judges

FEATURES

Teach it yourself

Encouraging parents to come into the classroom and teach their children to read has proved so successful that a Sheffield first school has taken up and expanded the idea, Peter Hannon and Jo Weinburger report



Some things that have worked at Fox Hill may be applicable to other schools and other areas and some not. The working-class community from which the parents and children came is a particular factor in our case, which helped to promote a feeling of group and common concern among the parents.

None of the parents had difficulty coping with the level of literacy required in the project which might not be the case elsewhere. It also needs to be borne in mind that this was not a multi-racial area, so that parents had no difficulty communicating with the teachers, or with the language of the workshop activities.

However, the project did demonstrate that it is possible to put the idea of a reading workshop into practice.

A fuller report, *The Fox Hill Reading Workshop*, by Jo Weinburger is available at £1.25 (inc p&p) from Family Service Units, 207 Marylebone Road, London NW1 5QP. Jo Weinburger was the adult education worker involved in this project. Peter Hannon is a lecturer in education at Sheffield University.



Much of the recent discussion on parental involvement in the teaching of reading has concentrated on home-based activities. What also needs considering is whether parents can be more directly involved in the tuition of their own children at school.

At Fox Hill Nursery First School, Sheffield, parents are encouraged to teach reading in class. With the backing of the voluntary social work agency, Family Service Units, a part-time adult education worker helped the school to set up a regular reading workshop in which parents and teachers worked together on the activities used to teach reading in the school.

The hope was that by giving parents a clearer idea of what they could do to help, children would make greater progress with reading, parents would have more ideas about what the teachers were doing and the teachers would get to know the parents better.

Almost all the children attending the school come from the surrounding council estate. Many parents, especially the mothers, are either shift workers or not employed and can, therefore, come into the school during the day.

Obviously, not all the parents could be in school at the same time, so a manageable number was selected. The group was chosen by the age of the children in order to make clear to parents that they were not being invited to take part because their children had problems, but because parents had a vital role to play.

The parents of 24 five to six-year-olds were invited into school to work with their own child for an hour each week. They heard the children read from a book they were already using in class, and then played games together or filled in simple worksheets which were designed to help the children with reading.

At first, FSU provided a few materials, but as time went on, the school and teachers provided more and more, and put in a great deal of time and effort, both in making and in selecting things for the children to do. Parents were given guidance on the work they could most usefully be doing with their child at the workshop and seemed to appreciate having specific activities to do. Refreshments and a small creche were provided, and the atmosphere was of a friendly social group as well as a hard working and purposeful one.

experiences any infant or junior teachers would provide for children in class although it would be extremely difficult to imagine any class teacher providing them on this scale without parental involvement. These included numerous pre-reading activities, reading aloud, drawing and writing, and an extensive range of games designed to teach language skills, sentence building, reading strategies, and phonic skills.

Parents who could not come because of work commitments were initially visited at home, and then books and games were sent home for them to use; equally the materials could be borrowed from the Workshop by those who attended.

Almost all the parents involved in the workshop said it helped their children. "Before the workshop he wasn't a bit interested in letters and reading," said one. "Now everything seems to be coming together."

I wanted to know what beginning readers thought about the fullstop, and so, with *Gay Way Red Book 5* open at the ready, and at the risk of sounding like a less-than-popular quiz show, I asked 15 five-year-olds to "tell me about these little dots. Why do you think we have them?" I was rewarded with a fascinating glimpse into the world of print as seen through the unjudged eyes of infant pupils-turned-teachers.

Natalie's patient explanation was delivered with the hint of condescension entirely due to a seemingly illiterate adult: "Well... the ones with dots on should have dots on. It's the word". (she pointed triumphantly to "hat").

She was then a little disconcerted to discover a second "hat" on the same page without the appendage. There was a pause, then: "Well... sometimes you don't need one. When you've had enough of doing dots you don't do one 'cos then it won't make your arm ache."

Victoria was of a similar opinion but went straight to the heart of the matter with a strictly no-nonsense approach: "Some words need them - some words don't."

She sagely refused to be drawn any further. Gillian a functionalist had an equally simple and refreshing *raison d'être* for the full stop: "It's at the end of the page - so you don't go off." (She pointed to the end of a line).

"I wonder why there isn't one there though," said I, pointing to the end of the next line and indulging in that irritating adult predilection for confusing things. My come-uppance was swift. Quick as a flash and in crushing tone, Gillian

retorted: "It's because they've forgot it."

Benjamin's creative perception of "those little dots", though similar to Gillian's, was already partly eroded by an awareness of the conventions of syntax: "It's for if you go off the page and go on the desk... you stop... you don't start again... you start again after a minute or two."

By contrast, Mark, and later, Simon, seized what they saw as an opportunity to explain the vague vagaries of "them". First Mark: "It's to tell you when they've finished... If it's not near the end of the page they have one." He indicated a short line. "If it is near the end of the page, (long line?) they don't have one."

That one took a bit of working out but he

knew what he meant. However, Simon had "them" completely sussed: "When they have to finish a page of writing they have them... if there's no room and you have to go on another page they put a fullstop there then. Then they put a picture... then they go on another page... then a picture" (and so on).

Sarah sounded weary. She whispered, with what seemed like undying gratitude to the inventor of the full stop: "It stops you from doing writing."

Kieran offered his observation with a confidentially which belied his devil-may-care chuckle: "It's at the end of your work you put one. (chuckle) You get told off if you don't."

The full stop

Ann Henshaw probes the grasp five years olds have of elementary punctuation

reverted: "It's because they've forgot it."

6 If you don't put a full stop and you write a letter people might think you've forgotten to post the other half

6 I miss a bit out of my voice and then I start again

Andrew illustrated, however, that in his view the full stop was entirely indispensable - and for a very sound reason: "It's to finish a sentence. If you don't put a full stop and you write a letter people might think you've forgotten to post the other half."

Nicola, bright as a button and oozing self-confidence, delivered a well-deserved verbal swipe: the iron fist clothed in the tone of the velvet glove: "It's at the end of the sentence... (then the swipe)... you don't have to tell the teacher 'cos the teacher knows."

Nicola's face betrayed a genuine concern for my feeble-mindedness.

Never mind. Lyndon, the most patient and endearing of my five-year-old "teachers" was sympathetic. He demonstrated what I think has to be my favourite explanation of the full stop: "Look... (and he commenced reading in a sombre tone) 'It is another day. (Stops reading)... then it's the fullstop see? ... I miss a bit of my voice out and then I start again."

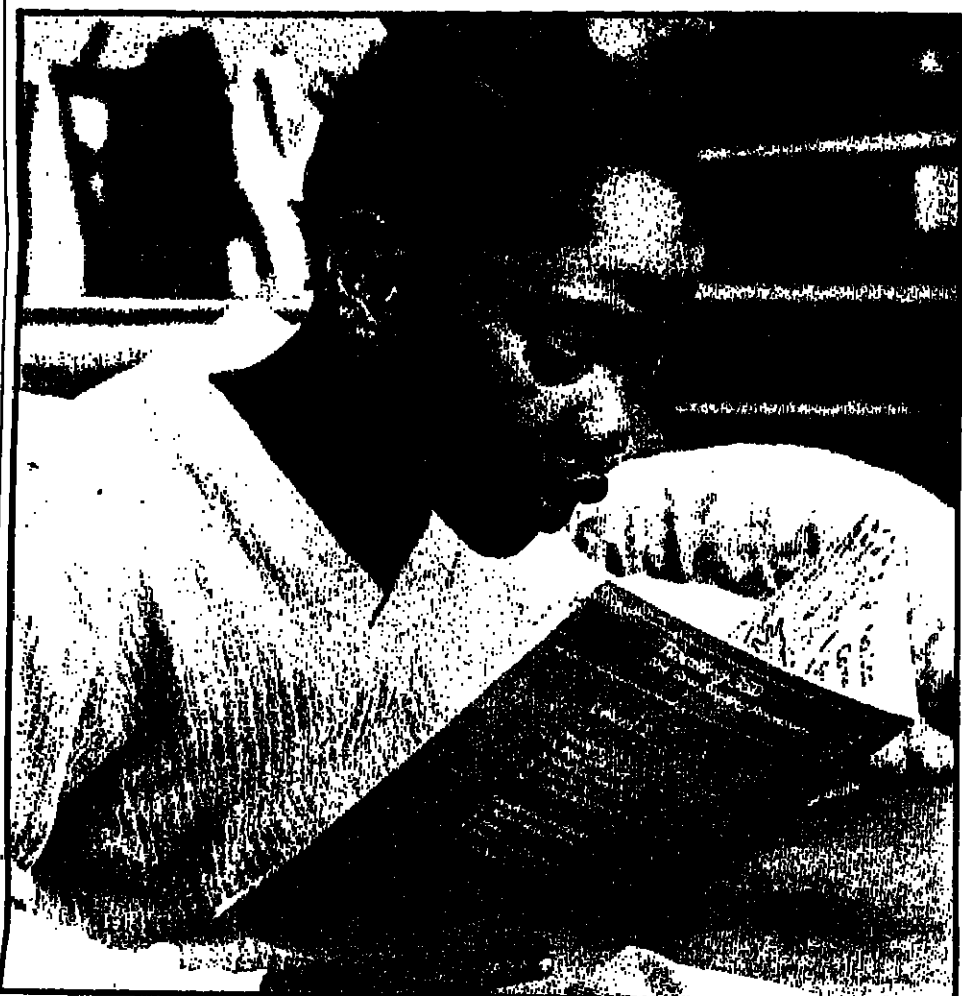
Finally David who was having no truck with the likes of me and my silly questions. "David", I said in my sweetest child-interviewing, response-encouraging tone, "you see these little dots? Why do you think we have them?" David looked me straight in the eye and said with a defiant and absolute finality: "Dad's going to tell me when we go in the caravan". I don't think there was an answer to that - was there?

Ann Henshaw is a research student at Keele University.

REVIEW

Hear my cry!

Beverly Anderson recommends children's books with an authentic Black voice



Somewhat better, though less good than her earlier novels, is *Conchance*, by Marjorie Darke. It is a novel about a young girl, connected with the slave Midway.

The number of books in print which deal with the life and experience of black children is surprisingly large. More than half appear to be by black writers and they all seek to explain what life is like for black children, to lay the blame for their distress at the appropriate door and to encourage young black people to have confidence and pride. The badly-written books are few and a number of the ones I looked at are very good indeed.

I shall deal with books for older children first and then look at some for the 5-11 age range and finish with some picture books for the very young.

Paula Fox's *The Slave Dancer* (Macmillan, 1973) struck me as a powerful novel the first time I read it, bringing home the reality of the Middle Passage in a vivid way. On reading it again in the light of critical articles questioning its portrayal of the slaves as a nameless, inert mass, it still seems to me a worthwhile account of the effect of the slave trade on one boy. While it would be wrong to introduce it to a class as the only description of slavery, it has a place when balanced by the works of people like Julius Lester or Mildred Taylor, black American writers of outstanding skill.

It was interesting to notice how complete a history of black American life one could get from children's books alone. I haven't yet come across a novel set in the Civil Rights days of the 1960s, but there may well be some. Julius Lester's *To Be a Slave* and *Long Journey Home* (Longman and Puffin), tell the story of slavery in the United States through factual and fictionalized accounts handed on from people who were slaves themselves. Mildred Taylor describes life in the segregated South of the 1930s through a spirited heroine who "never did approve of group responses" in *Roll of Thunder, Hear My Cry*. Newbery Medal winner for 1977, and *Let the Circle Be Unbroken*, 1982, both published by Gollancz. *Arrilla Sundown* is one of the best novels by Virginia Hamilton, which tells the story of a 12-year-old girl coming to terms with her older brother's actions which spring from his involvement with the Black Power movement. *Nobody's Family is going to Change*, Louise Fitzhugh (Gollancz and Fontana Lions), has an enchanting heroine, from a black bourgeois family who has to struggle against her parents' stereotyped ambitions for herself and her brother. She wants to be a lawyer, he longs to be a musician. It is a very funny, thoughtful and well-written novel.

Two widely praised British books also proved to be over-rated. *Rainbow of the Gullies*, by Rukhsana Smith (Bodley Head), is a good sociological tract disguised as a novel. Its hero is a very clever black artist with a brilliant sister. His family life and friendships are described in detail, including his growing respect for some Rastafarian friends. He marries, has a child and sets up an independent craft cooperative, despite tragic setbacks, but neither he nor any of the other characters is at all believable. There Ain't No Angels No More is well-intentioned and won the Collins Award for Multi-Ethnic Books in 1978, but I found it confusing and "poetical" in a way which would have most young readers nodding, I suspect, from very early on.

A multi-racial cricket team is the focus of Tony Drake's *Playing It Right* (Collins), which describes the struggles of an ill-assorted group of 12-year-old boys to play well enough and to get on with each other in time to take on the local private school in the League final. It is fast and entertaining but his new book *Half a Chance* is much less good. It deals with the attempts of a group of young people, one of them black, to start a rock band. The style is leaden, the characters are wooden but it is undemanding entertainment, and may well be popular with its intended audience of 9 to 13-year-olds.

Several of the historical novels of Robert Leeson have black characters at their centre. He is an outstanding writer whose books are exciting, fresh, funny and uncompromising. *Silver's Revenge* (Collins), is a revised version of *Treasure Island*. It features a number of black characters who are notationally slaves, but more than a match for their masters as the tale gets going, and heroine Bella, who captivates the narrator, is a formidable girl. The daughter of Long John Silver by his Jamaican wife, Bella has enough vigour and initiative to gladden the heart of any twentieth century feminist. *Maroon Boy* and *Beas* (also Collins), set in Tudor England, are about the importance of slavery in the buccannery days, which still grip the British imagination. Black and white lives have been entangled in this country since then, and books like these and those of Marjorie Darke make the point in an entertaining and readable fashion.

Farrukh Dhondy's collection *Come to Mecca*

contains three stories about young black children. *My Uncle's House* is a story about a young boy who is the protagonist of her excellent *The First of Midnight* set in eighteenth century Bristol and followed by *A Long Way to Go*, which deals with conscientious objection as well as colour prejudice during World War One. This new book has a brown heroine who wants to be an Olympic gymnast. Her best friend and rival is white, and the friendships and love affairs are unselfconsciously interracial. Racism taunts occur but the black characters cope with them confidently. The effect of skin colour on the job prospects of otherwise similar school-leavers is one of the subjects of the short but excellent *Goodbye to the Rat* by Prudence Andrew. Published in 1974, it may be out of print but it is well worth getting from the library as it is very funny, realistic and likely to appeal to 12-year-olds who like a book they can polish off quickly.

A multi-racial cricket team is the focus of Tony Drake's *Playing It Right* (Collins), which describes the struggles of an ill-assorted group of 12-year-old boys to play well enough and to get on with each other in time to take on the local private school in the League final. It is fast and entertaining but his new book *Half a Chance* is much less good. It deals with the attempts of a group of young people, one of them black, to start a rock band. The style is leaden, the characters are wooden but it is undemanding entertainment, and may well be popular with its intended audience of 9 to 13-year-olds.

Several of the historical novels of Robert Leeson have black characters at their centre. He is an outstanding writer whose books are exciting, fresh, funny and uncompromising. *Silver's Revenge* (Collins), is a revised version of *Treasure Island*. It features a number of black characters who are notationally slaves, but more than a match for their masters as the tale gets going, and heroine Bella, who captivates the narrator, is a formidable girl. The daughter of Long John Silver by his Jamaican wife, Bella has enough vigour and initiative to gladden the heart of any twentieth century feminist. *Maroon Boy* and *Beas* (also Collins), set in Tudor England, are about the importance of slavery in the buccannery days, which still grip the British imagination. Black and white lives have been entangled in this country since then, and books like these and those of Marjorie Darke make the point in an entertaining and readable fashion.

Farrukh Dhondy's collection *Come to Mecca*

Finally *Go Well, Stay Well*, by Tockey Jones (Bodley Head), the story of a friendship between a white South African teenager and a Zulu girl, could easily have been just another worthy sociological tract. Despite the author's evident urge to inform English readers about the facts of life for black South Africans, her passionate concern combined with well-drawn characters results in a fine novel, which even from the viewpoint of a privileged white "liberal" honours the strength and indomitable humour of its black characters.

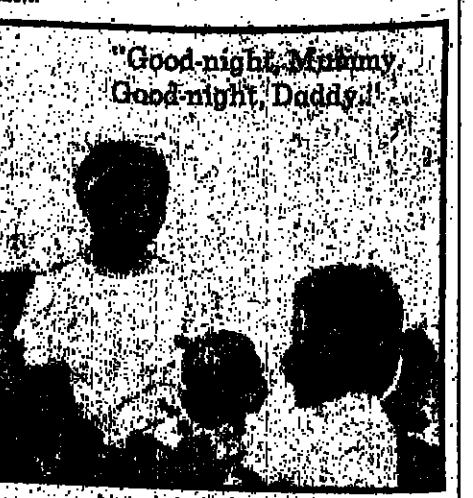
For younger readers there are a number of good stories like *Titch the Cat*, referred to above, or *The Steel Band* by Wendy Green, an Antelope book published by Hamish Hamilton, which tells how over-energetic and disruptive Vernon is able to channel his energy into leading the school's steel band. The *Julian Stories*, by Ann Cameron, (Gollancz) feature a small black boy and his little brother Huey and might be enjoyed by children as old as eight who like to feel superior to "little uns". *Babylon*, by Jill Paton Walsh (Deutsch) is a picture book of subtlety and great charm, to read aloud to a small child or for an eight year old to read to herself. It uses Jamaican speech rhythms in an unforced way and the illustrations by Jennifer Northway are lovely. This is an outstanding, gentle and poignant book. The *Emmanuel* books by Karl Craig (OUP) are actually set in Jamaica, and the illustrations, though idealized, show what rural Jamaica looks like. But the black hero speaks with an English voice, which seems more unreal in this setting than it might if the story had been set in Britain. "This is Mr Johnson's tree, and if he catches us he will be angry." Representing the speech of children from the Caribbean is obviously tricky. If the words are spelt phonetically, their sense can be obscured. If the language is totally Anglicized it sounds false.

Farrukh Dhondy and Jill Paton Walsh, as well as a number of Caribbean writers, seem to have solved the problem, often by using the West Indian word order but English spelling, a solution also used by John Agard in his picture book *Dig Away Two-Hole Tim* (Bodley Head, 1981). "In his pocket you bound to find a kuruu seed or two. Since this fruit seed so round it's good for rolling on the ground." Good words are used well.

use excellent colour photographs to link her stories of black and white children in every day adventures happenings like *A Day by the Sea* or *Berron's Tooth*. These are very attractive books for libraries in infant classrooms. I also recommend *Nini on Time* by Errol Lloyd (Bodley Head), about a group of children trying to get a lift to the zoo, Alex and Roy, by Mary Dickinson (Deutsch) with marvellous, funny pictures by Charlotte Firmin, about the friendship which develops between a white pre-school boy and his black visitor after a bad start, and *Nandy's Bedtime* also by Errol Lloyd (Bodley Head) which follows a small black girl through her bed-time ritual.

For a further selection of books for children 11 and under I recommend a new book list from the National Book League *We All Live Here*, selected by Anne Kersterson, which describes some of the books I have mentioned and many more. For older readers the Youth Libraries Group have put out a pamphlet No 222 *Multiracial Books for the classroom* which is very useful. *Racism and Sexism in Children's Books* edited by Judith Stinton, Writers and Readers Publishing Cooperative, is one of a number of publications which deals with some well-known titles, and the issues surrounding books for a multi-racial Britain which I have only had time to touch on here.

Beverly Anderson is head of Barnwood First School, Oxford and presented of Channel 4's *Black on Black*.



Nandy's bedtime

ARTS

If there is an Arcadia, it is here

Liz Heron reports on how the DES sees art teaching in secondary schools

"The message is about the relationship between pupils and teachers. The object is to give pleasure and a measure of confidence in what education can achieve." This was how last week's press conference introduced a report on what constitutes good art teaching in secondary schools, just published by the DES.

Art in Secondary Education 11-16 (HMSO £4.95) contains the fruits of "an enquiry about quality" carried out in a selection of secondary school art departments in England during 1981 and 1982. It's a sequel to *Art in Junior Education* which the DES says sold 10,000 copies and is still in demand.

The starting point was a long list of schools, drawn up in consultation with specialist i.e. advisers. Many of these were visited by HMIs and 14 schools were finally selected as reflecting a variety of good teaching practices. They are described and commented on in an attractively produced book which is illustrated with black and white and colour photographs showing examples of pupils' work and classroom settings. A copy will be sent to every chief education officer in England and Wales, but the DES also hopes that schools will buy it, and would like to see it become a teacher-training resource - hence the format, glossier than the usual DES report.

However, the plurality of approaches and methods presented means that there's no suggestion of prescription. And the DES is equally at pains to avoid the implication that these are "top schools" for art teaching. The report points out that "many more of equal quality could have been chosen to demonstrate a range of alternative practices". The claim is that it was "the luck of the draw". None the less, what eventually

came out of the hat was fortuitously balanced, an unmistakably judicious cross-section, ranging from one social priority school in North East London to one major public school, and in between one grammar, one secondary modern and a mixture of comprehensive in which single sex and mixed schools are well represented. While it is certainly recognized that poor capitulation allowances, too-large teaching groups and other factors in some schools make it hard to maintain high standards, the emphasis is on the quality of individual teaching in whatever circumstances.

The report sketches in the background to all of the schools, with details of art department staffing, facilities, layout of teaching space and subjects taught. It also describes in some detail what takes place in lesson-time, in some instances highlighting individual schools, graphically narrating the progress of a lesson and describing the minutiae of surroundings. Some chapters describe a particular art department, others pick out similarities or differences of approach, some look at the work of an individual teacher.

The book's protagonists - pupils, teachers, heads - are quoted impressively. Painting, drawing, pottery, sculpture, textile work, embroidery, screen-printing, photography are all observed. Pupils at Didcot Girls School have undertaken mural commissions for health centres, banks and other public sites outside the school. At Brinkburn School in Hartlepool pupils are involved in local arts projects. Group sculptures are created at a mixed comprehensive in Wigan where art and design are taught within a faculty of creative studies that also

includes home economics, needlework and CDT.

Differences in social and economic room for manoeuvre are also quite startling. At Marlborough College the aims of the art department are set high. Pupils are expected to develop verbal skills in analysis and criticism and to familiarize themselves with a range of critical concepts which they should apply to their own practical work as well as to their study of other artworks and developments in art history. The mastery of these critical concepts is fostered within a framework of ample resources and opportunities for first-hand study. It is certainly instructive to compare the scope for creativity and the acquisition of intellectual skills that exists here, with the constraints faced in other schools, especially where financial stringency has cut into art department budgets, though what is also evident is a different hierarchy of priorities and apparent differences in the underlying philosophy of art teaching, which is more consciously formulated and articulated at Marlborough than it appears to be elsewhere.

At the opposite end of the spectrum from Marlborough is Haugh Shaw, the small secondary modern in Halifax which has only one art teacher. This hard-working and versatile individual is praised for his high standard of teaching in print-making, drawing, painting, pottery, sculpture and photography. His imaginative and good-humoured style is also noted. Somehow he manages to fit film-making into the CSE syllabus.

HMIs have observed that it tends to be the craft and practical areas of the art syllabus that are worst affected by the cuts since they demand the most

expensive materials. Art teachers have to be "good scroungers" and teachers are admired for their success at prevailing on parents and on local industry to put their reject items and materials in the direction of the school art department. Ingenuity with materials is another quality that is greatly respected.

Although the phrase does imply the existence of certain criteria and assumptions, "good practice" says the report, wasn't something the HMI's understood in terms of preconceived ideas. But certain common features did emerge. These are catalogued in the report's conclusions. Pupils in the art departments that are regarded as successful shared certain characteristics: "The first of these was a confidence that their views were respected and their needs anticipated. They were not surprised to be consulted and appeared to meet the expectation that they would act responsibly. Respect for each other and the practical demands of working together appeared to provide an acceptable basis for self-discipline while pride in achievement or in the development of demonstrable skills contributed to further progress."

Teachers had high expectations of their pupils and displayed "a sound workaday professionalism" as well as a high degree of commitment to their pupils and awareness of such things as change of pace and scale. Their readiness to demonstrate processes and the clarity and precision of the language they used were seen as having particular significance, as well as their use of the teaching and environment and materials to stimulate pupils' powers of observation and response.

Organization at department level,

at school level and in active relation to outside advisers were also seen as keys to success, while the role of heads was crucial in terms of the importance attached to the department within the school, and the consequent degree of support given.

"What marks the particular contribution of art and design to the secondary curriculum is that it emphasizes the skills and understanding rooted in the sense of sight and touch as well as feeling and intellect" the report observes in its concluding remarks on the nature of art education. Another point that's made is the evidence of a change in thinking about the balance of the art curriculum so that pupils' sensibilities are encouraged to be critically attuned to the contemporary media and the world outside the classroom. Although achievements are quoted throughout, the theme of exams is by no means central. One art department head is reported as saying that he doesn't feel the need to teach to an examination syllabus, although examination results are always outstanding.

If there is an Arcadia to be allowed within the school curriculum, it is here. In the words of one school head whose remarks are relayed in these pages: "art is one of only a few subjects where pupils are enabled to be themselves and to be given time to find within themselves a developing sense of value."

The HMIs have announced their intention to hold a series of regional conferences on art teaching, with the report as their focus. It will be interesting to see what kind of debate emerges.

Portrait of a psychopath

Made in Britain. By David Leland. Central Television July 10.

What are we to make of the last lap of David Leland's crusade? The title suggests a sardonic polemic: "so this is what Wilson/Heath/Collins/Thatcher have created". The writer who has nailed his progressive, de-schooling colours so firmly to the mast can surely deal with a Pakistani skinned only in a spirit of sorrowful political anger.

The press release, over which Leland was presumably at least consulted, claims that the swastika-browed hero "trusts and believes in nobody but himself" and that his "major survival technique is to reject others before they reject him". This would suggest a psychological exploration: "let us examine the reasons why this appalling social animal came to exist".

Unless I missed the point, or points, *Made in Britain* did not enter either of these potentially interesting arenas. What it presented was, quite simply, a portrait of a psychopath. Trevor, unfortunately played by Tim Roth as a super-alert and hyper-active thing, started in detention and propelled himself purposefully towards goal, meeting all well-meaning offers of advice along the way (and some were quite sensible) with the standard reply of "Bollocks. Piss off".

From the start of his schooldays he seemed to have been at loggerheads with authority, his vicious and vengeful aggression with "honesty" mirroring that of the Cocker in the Rye like a reflection in black ice. Teachers and social workers, progressives and radicals included, were swankers. Blacks were rubbish. Out on the street he was top of the class, and things were going to stay that way.

Leland's published comments on the education system suggest that Trevor should be seen as its ultimate indictment. What has happened, I think, is that Leland's intention, present in the script in only shadowy form, has been sabotaged by an absolutely brilliant piece of



Tim Roth as Trevor

direction. Alan Clarke, who also directed that other loving essay in adolescent violence *Scum*, here built up a momentum so mesmerizing that any thoughts of sociology (beyond strictly medical ones) seemed out of place. People like Trevor exist in all societies, and restraint is ultimately the only possible response. If a "drama" leaves its audience feeling that its central character is "most appropriately served by a blow on the head from a police truncheon (yes, I know our previewer reacted differently) then it has surely failed by any standards of art. A young man living in Trevor's style who was not clinically mad would, if truthfully portrayed, evoke pity if not also terror; it would be hell inside his head. Inside Trevor's integrated pate all seemed in apple-pie order: he knew what turned him on, and he perpetrated his crimes with glee.

This series was a rarity not only through its focus on education: television plays made on location and with few expenses spared are now seldom embarked upon by companies whose corporate eyes are neurotically fixed on the main chance (ratings). Leland has a calm, simplifying eye: it is a real shame that such high quality work and such scarce resources should have been squandered on the old-fashioned hobby horses of one blinkered writer.

Michael Church

Earthy

The Beggar's Opera. Channel 4, Wednesday 9 pm.

Next Wednesday Channel 4 presents Richard Eyre's National Theatre production of *The Beggar's Opera*. Directed by Eyre himself, and filmed on John Gunter's set in the Cottesloe Theatre, the television version is exemplary: it is both a sensitive record of the stage production and good television in its own right. It does itself justice (as so many "televizations" do not) by demonstrating just how much imagination and care, and how much comic and musical talent, can be packed into a single production.

Outstanding even alongside other very good performances, is Imelda Staunton's Lucy Lockit, for which she received two SWET award nominations. Small, dark and intense, her Lucy is a comic termagant who hurls about the stage, belting out her songs. When she rests from her rages she stands threateningly close to people, panting, her face glaring up into theirs. Miss Staunton says that she thinks of Lucy as "a tiny, pregnant, mad woman".

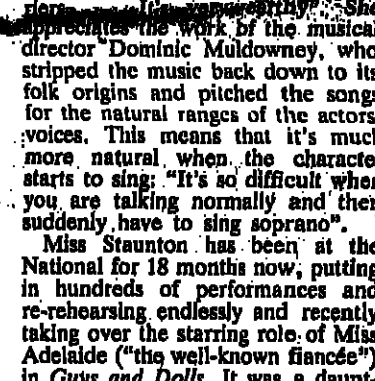
Light mood

One from the Heart (15). Lumiere Cinema, St Martin's Lane, WC2.

If Francis Ford Coppola was determined not to be typecast as the director of *The Godfather* and *Apocalypse Now*, this was one way to do it. Filmed at Coppola's Zoetrope studios and inspired by the neon brightness of Las Vegas, *One from the Heart* is an electronic celebration of the Hollywood musical, lurid, schmaltzy and so ostentatiously theatrical that the spectator who falls to notice that the lights go down when the mood is sombre and up when it is bright, has probably fallen an early victim to the dazzling fluorescence of the credit titles.

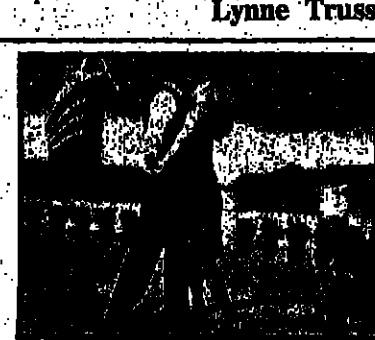
not, apparently, the reason why Hank (Frederic Forrest) and Franke (Teri Garr) can't get along together. Their sex life is not what it was, and over breakfast next morning, as the light fades, they tell precisely why they think that their affair has foundered. The truth is that they are just two boring people and when they set out to change partners, it seems possible that something interesting is about to happen. But no: Franke picks up Ray (Raul Julia), a tailor's dummy who has mysteriously popped up outside the shop window she is dressing, and decides to run off with him to a tropical paradise, aptly named Bora-Bora. Hank gets entangled with a circus girl, Lella (Natasia Kinski), who is far too exciting for him: after one night in a used car lot with her, he is inexorably drawn back to Franke.

The choreography was informally



Captain MacHeath (Paul Jones) with Lucy Lockit (Imelda Staunton)

Miss Staunton, 27, has been in all three of Richard Eyre's National productions and is clearly grateful for the experience, but she wasn't initially enthusiastic about doing *The Beggar's Opera*. For one thing, she didn't expect an important part in it, and for another, she had already appeared in it three times before - at school, at RADA and in repertory at Exeter (at RADA playing the milder Polly Peachum: "I was nicer in those days"). But she was delighted to be given the part of Lucy, and she loved the production: "they've broken down so many bar-



Franke (Teri Garr) and Ray (Paul Julia)

supervised by Gene Kelly, so it rains. Franke and Ray take the plans for Bora-Bora, while Hank sings "You are my sunshine" and the screen goes dark. There is, I suppose, a happy ending as natural daylight floods the set, the curtain falls, and we realize it was just a play. Or was it? Bora-Bora may be nearer than you think. Robin Buss

ARTS

Croc pot

Crocodile. Cockpit Theatre, Marylebone. Good Night, Ladies. Greenwich Park Girls' School. The Curse of the Werewolf. Dulwich College Preparatory School.

One of the interesting things about going to the Cockpit Theatre is that one is never sure who one is going to see. Will it be the Cockpit Theatre Company, Cockpit Youth Theatre or even Bros Cepitix? Will names and faces be familiar, or will everything be new and different?

The latter was quite definitely the case with the ILEA theatre's most recent production, *Crocodile*. Set on a Roman galley in 68ac and produced by an outfit called the Crocodile Performance Company, it was a three-act drama quite different from anything else the Cockpit has done. Think of *Mutiny on the Bounty*, splice it with *Ben Hur* and more specifically *Spuriacus*, add a leavening of Machiavellian politicking and you have some idea of its style, even an inkling of the plot.

After the murder of the captain, slaves, freemen, passengers and a talking crocodile are marooned on the galley (significant, that bit, since it becomes a microcosm of society, see?) and spend the voyage debating their individual values. No clear conclusions emerge - although we were, I gather, meant to be on the side of a couple of muscular, straight-talking slaves. Even without the politicking, however (come to that, even with it) this swashbuckling "political thriller", played on an inventive set of ropes and beams, was highly enjoyable. I didn't see the point of the croc, but it's as good a name as any for a play and a

company.

End of the school year, and the onset of the hols has marked by a wide variety of school productions. Greenwich Park Girls' School saw things off in style with their own music hall. Half recreated performance, half documentary drama, *Good Night, Ladies* celebrated the old Pantheon Theatre in Greenwich.

The first act, "Behind the Scenes" depicted something of the running of the music hall. The second gave us the sort of evening its patrons might have enjoyed. If some of the "spec acts" there - acrobats, dancers and ventriloquists - frankly weren't up to much, I'm sure they were no worse than their foot-of-the-bill equivalents at the Pantheon. Going behind the scenes, however, taught both audience and cast (who researched and wrote their own script) far more about the hard realities of music hall than they could ever have gathered from *The Good Old Days*.

Making no concessions to the comfort of their audience, the boys of Dulwich College Preparatory School kept them glued to their uncomfortable low chairs for more than an hour and a quarter with the first act of Ken Hill's *The Curse of the Werewolf*. Quite honestly it didn't matter, for the production was as compulsive as a late-night horror film. Severed hands, howling wolves, eerie lighting, barmy aristocrats and batty German doctors were well to the fore.

Ken Hill's script could never be called subtle, and the DCPS production matched it in terms of broad humour, incident and spectacle. Half the hall was taken over for a scene involving skaters on a frozen lake. Many a regional theatre would be hard pressed to duplicate the elaborate lighting which gave instant snow storms, ultra-violet sequences and a final tableau depicting the destruction of Walpurgisdorf Castle complete with flames and smoke.

The amazing thing was that the young cast were able to compete with it all - but then at a school which has mounted both *Macbeth* and *Oh, What a Lovely War* in the past couple of years, that sort of thing is taken for granted.

I was unable to get to the production of *The Maths Musical* at Beal High School, South Woodford, but enjoyed the script and cassette which arrived to advertise it. The 40-minute show by Simon K Clarke sets out to demonstrate that "numbers mean no harm" and that "maths can be fun". Perhaps because it doesn't actually attempt to teach any, it succeeds.

Hugh David

Obsessed

Woyzeck. Intake High School, Leeds.

Georg Büchner's *Woyzeck* is an odd choice for a school play. Its concentrated action and succinct lines make the plot seem over-schematized if the whole is not lifted onto a symbolic and poetic level. Moreover, Büchner's obsessive and pessimistic brooding on sex, jealousy and death demand of the performers a certain fullness of experience. This is hard for young people to convey and at the Intake High School certain lines lost their meaning and their resonance. In the comic scenes, however, there was no lack of confidence and panache and the circus act was greatly enjoyed both by performers and audience. The action moved smoothly and fluently from one episode to the next, aided by incidental music written for the occasion and by well choreographed dancing. The production as a whole brought energy and rhythm to what can easily seem like a very piecemeal play.

Intake High School runs a Theatre Arts course for which they interviewed candidates, taking on 30 pupils each year drawn from all over the Leeds area. *Woyzeck* is a very little about this production, they could not have been achieved ordinarily in other schools. One outstanding performance was that given by Michael Brooksbank as the eccentric doctor, who delivered a memorable lecture standing on a step-ladder holding a writhing snake. He had so convincingly mastered the mannerisms of an ophthalmologist that it was hard to believe the actor was in fact 14. *Woyzeck*, in his passionate confusion, was well acted, while Maria Fussy's grandmother, finally revealing her inhuman sight, brought the play to a suitably chilling close.

Frances Spalding

Vikings

Two young graduates from Worcester College of Higher Education, who have started a dance-drama company offering educational projects to schools and youth centres, were the inspiration behind this hour-long dance performance by 55 eight to nine-year-olds.

For Anthony Waller and Jenny Carr, *Beowulf* was their third commission from Foley First School, Walsall, where previous projects had been *The Odyssey* and *The Curse of the Pyramids*. This time, in consultation with class teachers, *Beowulf* was chosen to complement a history project on the Vikings.

The production, the result of three days of concentrated group work in craft and dance workshops, traced the journey of Beowulf to the court of King Hrothgar, the killing of the monster Grendel, a great sea battle, the coronation of Beowulf, the killing of the Worm, and the death and funeral pyre of the king.

Costumes, made by the children in craft sessions, were very simple but each mask, helmet or sword was a finished piece of work denoting the same high level of concentration which was evident in the performance.

Ann Fitzgerald

Clarion call

The Arts in Schools, the Gulbenkian Report published early last year, continues to have repercussions. Many conferences have taken place all over the country as a result of its clarion call to have the Arts moved from the periphery to the core of the curriculum. One of these was last November at the Institute of Education in London when it was proposed that a National Association for Education in the Arts be set up. Friday July 1 saw the inaugural meeting of the NAEA (the title is provisional). An inaugural address was given by Dr Kenneth Robinson, who was chiefly responsible for the original report and who has been involved in follow-up work ever since.

Dr Robinson is an entertaining speaker, able to mix enthusiasm for change with cautionary tales and practical advice, a recipe calculated to

Jig-saw piece

The Way I Am, The Way We Are. Berkshire Theatre-in-Education

More than 30 Reading juniors stayed behind after school to watch *The Way I Am, The Way We Are*. They were not disappointed, and nor were their teachers, for the production was one of the best and most engrossing pieces of theatre-in-education I have seen for some time.

Funded by Berkshire County Council, it has been devised by Annette Cotterill with a team of her ex-students from Burnham College of Higher Education, now all full-time teachers themselves. The original brief was for a multi-cultural project to promote community relations in the Slough and Reading area. The production, which has been touring junior schools in the two towns, does that and a lot more besides.

Right from the start - from the very moment they entered the hall in the performance I saw the children were actively involved in a

Canvas flats

Alice in Wonderland. St Audrie's School, Quantoxhead.

A warm summer evening in the magical setting of St Audrie's School has all the qualities and none of the perplexities of a Lewis Carroll Wonderland. The atmosphere is aesthetic, civilized, and it was obvious that the school production of *Alice* was received warmly by the audience. It is one thing, however, to perform a school play for home consumption and quite another to invite the general public who will not necessarily recognize or appreciate the house jokes.

The girls of St Audrie's were terribly handicapped by restrictions of their traditional stage as an acting area, and their stilted script which reduced Lewis Carroll's dazzling imagination to a series of barely linked rumps that tended to extract the wonder and disturbance from Wonderland. One longed to put these girls into a drama studio, away

from their traditional canvas flats, and get them moving and improvising, "becoming" the characters of Wonderland rather than remaining that of St Audrie's. Having said that, there were some nice individual performances: a Red Queen with vitality, a hilarious Tweedle Dum and Tweedle Dee and some magnificent costumes designed by Tilly Bradford, but only at one point, during the Court scene, did one feel that the girls were working together as a group. At this moment the whole production took on a new energy; there was concentration; gone were the give away eye flickers to the audience, in which role is inevitably lost.

There is much talent, enthusiasm and goodwill at St Audrie's and a lot of hard work went into this production, but future productions should seriously assess the advantages of abandoning their stage, and set scripts and working (because acting is hard concentrated work) in a more liberating open area.

Mavis Hampson

In Stock

Common Stock Theatre Company's new summer show, touring parts and community centres until September, is a must for London children and their parents on the long afternoons of the holiday. *Magic Powers* (for 24 hours) is a collaboration between Common Stock, local primary school children and writer Tony Coult. Evolved through a series of workshops and story-telling sessions with Hammermith children, *Magic Powers* is a story with an authentic feel and a refreshing lack of sentimentality.

Totally modern variant of the fairy legend, Jack, the last of two argumentative sisters, is lured into perdition by Mephisto (on a white

provide the impetus for the 400 delegates from all branches of the Arts to pool their expertise and set up an organization that will prove to be more than a talking shop. He was not, he said, pleading a special case for the Arts; instead we should see the Arts as part of the case for quality in education in general. In sessions following the address, delegates discussed in groups the potential aims and then the organization and structure of the NAEA. At the final plenary session, chaired by Tony Dyson, nominees made a brief statement of each group's proposals. The delegates requested the organizers of the conference, Dorothy Taylor and Tony Dyson, to choose a steering committee of 14 or 15 representatives of all the associations and various interests represented on Friday to draw up a constitution. An AGM is planned for September.

Heather Neill

battle between Red, Yellow, Green and Blue as to who was best, and most useful to the community. Red looked after the household. Yellow was foodstuffs, Green controlled sources of power and Blue the environment. Their squabbling took the form of a race to complete giant jig-saws depicting their spheres of influence - a race in which the audience too were quickly involved. In fact they controlled it. They said which pieces went where and made the crucial suggestion that the colours should bury the hatchet because all four jig-saws actually fitted together to make one enormous, carpet-sized picture of the world.

Thus, on a concrete operational level at least, the point was made. A background booklet for teachers suggests how the initial enthusiasm can later be channelled into work in various areas of the junior curriculum. How successful that is remains another story, for having started things off Annette Cotterill and her team wisely depart and leave follow-up work to the classroom teacher.

At least, that's the theory. One of the actors confessed that the hardest part of the whole show was getting away; persuading their audience that the piece was over. H D

Canvas flats

Alice in Wonderland. St Audrie's School, Quantoxhead.

A warm summer evening in the magical setting of St Audrie's School has all the qualities and none of the perplexities of a Lewis Carroll Wonderland. The atmosphere is aesthetic, civilized, and it was obvious that the school production of *Alice* was received warmly by the audience. It is one thing, however, to perform a school play for home consumption and quite another to invite the general public who will not necessarily recognize or appreciate the house jokes.

The girls of St Audrie's were terribly handicapped by restrictions of their traditional stage as an acting area, and their stilted script which reduced Lewis Carroll's dazzling imagination to a series of barely linked rumps that tended to extract the wonder and disturbance from Wonderland. One longed to put these girls into a drama studio, away

from their traditional canvas flats, and get them moving and improvising, "becoming" the characters of Wonderland rather than remaining that of St Audrie's. Having said that, there were some nice individual performances: a Red Queen with vitality, a hilarious Tweedle Dum and Tweedle Dee and some magnificent costumes designed by Tilly Bradford, but only at one point, during the Court scene, did one feel that the girls were working together as a group. At this moment the whole production took on a new energy; there was concentration; gone were the give away eye flickers to the audience, in which role is inevitably lost.

There is much talent, enthusiasm and goodwill at St Audrie's and a lot of hard work went into this production, but future productions should seriously assess the advantages of abandoning their stage, and set scripts and working (because acting is hard concentrated work) in a more liberating open area.

Mavis Hampson

In Stock

Common Stock Theatre Company's new summer show, touring parts and community centres until September, is a must for London children and their parents on the long afternoons of the holiday. *Magic Powers* (for 24 hours) is a collaboration between Common Stock, local primary school children and writer Tony Coult. Evolved through a series of workshops and story-telling sessions with Hammermith children, *Magic Powers* is a story with an authentic feel and a refreshing lack of sentimentality.

Totally modern variant of the fairy legend, Jack, the last of two argumentative sisters, is lured into perdition by Mephisto (on a white

BOOKS

An oeuvre in elegant order

The Portable Edmund Wilson. Edited by Lewis M Dabney. Penguin £3.95. 0 14 015 098 6.

"As an American, I am more or less in the eighteenth century", wrote Edmund Wilson at 60, and it is certainly not easy to fit him into any of the available modern categories - Johnson or Diderot are far closer to the spirit of his work than any of his contemporaries. Essayist, biographer, historian, traveller, polemicist, he was above all "a man of letters" passionate about books and writing and full of broad intellectual curiosity. His concerns ranged far beyond the ordinary literary spectrum into cultural matters such as the Dead Sea Scrolls and the state of the native American Indians, long before these were popular topics. He never settled for either the conventional role as a university professor or as one of the "herd of independent minds" which occupied the literary metropolis of New York. His independence of mind was genuinely stubborn and combative. He managed to keep his anti-Stalinism out of the Cold War chorus and fought bitterly with his friend Nabokov over the latter's pedantic translation of *Eugene Onegin*. Equally, despite his small-town New England way of life, he was no isolated aesthete.

As a critic, he was at his best on writers such as Dickens who were directly engaged with the crises of their society, and nothing irritated him more than the whimsy of Tolkien or the thin formulas of detective stories. He is not a startlingly original critic, and he had no dominating theory. The strength of all his work is its lucidity and its ability to simplify

other people's complexities, communicating with a broad non-academic audience of intelligent readers like himself. This approach has, of course, its dangers and limitations, and Wilson can never bring out the subtle and secret life of a literary text with the art of an Empson or Ricks. Where he excels, rather, is in *introducing*, in mapping out the biography, history, and ideas which surround any piece of fiction or poetry. No one is better at making the abstruse and difficult less alarming, and even if his reading of, say, *Ulysses* now seems partial or even naive, it had the admirable function of encouraging people to read it in a level-headed way.

This anthology is extremely satisfying, and provides far more than a selection of snippets; it has the force of intellectual biography as it puts Wilson's enormous and disparate oeuvre into an elegant and illuminating order. All the major works are solidly represented: there is an essay on Joyce from *Axel's Castle* (a pioneering study of Symbolism in literature), a chapter on Marx and Engels's partnership from the enthralling history of socialist thought *To the Finland Station*, and the first attempt at a Freudian reading of Dickens, from *The Wound and the Bow*. Sadly unfamiliar in Britain, but given justifiable space here is the literary history of the American Civil War, an event Wilson observed with his customary scepticism. There is also much pleasure of a lighter, bedside kind in the slighter vignettes of autobiography, including an account of a ghastly weekend with Scott and Zelda Fitzgerald and one of his many swipes at England where "good breeding is something you exhibit by snubbing or scoring off people".

Wilson never lost his eighteenth-century sense of the value of rational moderation. He was perhaps the only member of the celebrated "lost generation" of American writers - Hemingway, Fitzgerald, Dos Passos - who survived the struggle with his identity intact. His undercurrent of neurosis was never used as an excuse for cruelty or self-pity, just as his heavy drinking never became alcoholism and unhappy marriages did not prevent him finishing with a long and happy one. There is, finally, a modesty about Wilson as a man and writer which some of our more overbearing literatures would do well to contemplate. The sense of an outgoing mind, constantly ready to reassess, modify, or expand, without ever prostituting itself, is richly communicated by this collection.

Rupert Christiansen

Passion and pain

Poems and Songs of Robert Burns. Edited and introduced by James Barke. Penguin £2.95. 0 00 636674 0.

Hardy's Love Poems. Edited with an introduction by Carl J Weber. Macmillan £3.95. 0 333 34798 6. The Love Poems of John Donne. Edited and introduced by Charles Fowler. Macmillan £2.95 0 333 35179 7. Selected Poems of Thomas Hardy. Selected and introduced by James Reeves and Robert Gittings. £1.25. 0 330 28051 1.

Poems and Songs of Robert Burns is the least well-presented (curling cover, dismal see-through paper) but most useful member of this quartet. First published 24 years ago, it is the only collected Burns in paperback - the nearest competitor is the "very full selection" in Everyman and it comes complete with a somewhat hagiographical introduction, chronology, thorough marginal and

alphabetical glossaries, and an index of titles and first lines. Doubtless Macmillan have this Scottish Lotherlo in mind for the Potters list to which they have now added the love poetry of John Donne ("the perfect gift for lovers everywhere") and Thomas Hardy. The Hardy volume is particularly fascinating because the 117 poems in it not only amount to one of the greatest bodies of love poetry in the language but also tell the absorbing story of Thomas Hardy's long, passionate, painful relationship with Emma Gifford; this edition is also distinguished by a series of ten introductory essays linking the personae and the poems. The *Selected Poems of Thomas Hardy* enters a crowded field. It contains some disgraceful printing errors but its merits are Reeves' coherent selection and typically forthright introduction, and its acceptable price.

Kevin Crossley-Holland

System of signs

Course in General Linguistics. By Ferdinand de Saussure. Translated and annotated by Roy Harris. Duckworth £24.00 and £7.95.

De Saussure did not in fact write the *Cours de linguistique générale*: it was compiled after his death from the lecture notes taken by his students at the University of Geneva between 1906 and 1911. The gospel of modern linguistics and semiology thus raises problems of authenticity not unlike those associated with the other Gospels.

As far as I know, however, no one has attributed divine authority to de Saussure and the textual problems of the *Cours* (what did de Saussure actually say and what did he mean when he said it?), are peripheral to the real interest of the work. The *Cours* is a seed which has all but vanished into the plant generated from it. De Saussure redirected linguistics away from

the historical study of language families and, by insisting on language structure and the nature of language as a system of signs, created semiology and anticipated the basic concepts of Structuralism.

Roy Harris has done a good job of translating and introducing the *Cours*, though the two terms *langue* ("language") and *parole* ("speech") are commonly retained in English writing on linguistics in the senses which de Saussure gave them and the use of the equivalent English expressions is more confusing than otherwise. But the real question is whether the *Cours* itself is now more than a historical monument and whether it was worth translating. Most readers will find little here that they would not assimilate more easily in other books on Saussurian linguistics and one might say that the *Cours* succeeds as an inspiration to others has almost made it redundant.

Paul Caron

The Barbarians speak

The Persian Empire. By J M Cook. Dent £12.95. 0 460 04448 6. The Cambridge Ancient History. Part 3. Edited by John Boardman and N G L Hammond. Cambridge University Press £25.00. 0 521 23447 6.

In Aeschylus' *The Persians* we hear the authentic rhythm of one of history's most decisive conflicts. The author served at Salamis and as his play received a prize at its first performance, it is fair to say he reflected the overwhelming opinion of his fellow countrymen to the dominant power of the day. The play might have been set at the Persian Court, with an all-Persian cast, but it reflected the Greek case. History is written by the victors and we are all heirs of the Greek written tradition, if we do not have to be of their prejudices.

J M Cook, a former director of the British School of Archaeology at Athens, has put teachers of classical history in his debt by allowing the people whom the Greeks denigrated as barbarians, and whose civilization they overtook, to speak and speak quite eloquently, through the inscriptions and majestic statuary which is all that is left to us. He has excavated extensively in Asia Minor and he cites examples from what remains of the Persians' physical world to help redress the imbalance. For instance, the rich remains from the Lycian Satrapies, the world of Mausolus.

Among a mass of information, conveyed with humour and a certain elegance, there is much evidence of Greek and Persian cultural interpenetration, such as painted tombs depicting a relaxed bourgeoisie existing a world away from the stiff dress of Persepolis, and of some influence of the sublime Greek sculptural and architectural tradition

softening that same stiffness. Xerxes' ancestors were sprung "from the shower of heavenly gold" and Cook paints a portrait of the opulent society over which the Great King ruled. It was a society on which the expansionist Greek peoples of the eighth to sixth centuries BC could make little impact, at least as far as their own mercantile interests were concerned. They took the model of their system of coinage from the Asians, but the Persians showed interest in little more than the Greeks' painted pots. Later, after they had had a taste of Hellenic fighting prowess, the Persians imported their warriors as mercenaries.

The early Greek city states had to find Lebensraum to the west, in Sicily and the Mezzogiorno. The Cambridge Ancient History, to which Cook has contributed, has now reached this important formative stage in Greek civilization with its volume on "The Expansion of the Greek World". This is the second edition of this important revamping of the 1920s masterwork, complete, again, with up-to-date archaeological material. We shall have to wait some time for the Cambridge account of the great clash with Persia and the Athenian golden age, but in the meantime there is no better way than the present volume to catch up on the dawn of classical history.

Together these histories perform a valuable role; of reassessment, not revisionism, of great civilizations. An emphasis on what unites rather than divides.

John F Crossland

Volume Three, Part I of The Cambridge Ancient History, dealing with the prehistory of the Balkans, the Middle East and the Aegean world from the tenth to the eighth centuries BC, has also just been published at £40.00.

Art ... History ... General Studies

Art in Secondary Education. £4.95

In 1981/2, HM Inspectors paid extended visits to secondary school art departments in order to determine what constituted a 'good' art department.

This book illustrates, through the work of 14 of those schools (ranging from a recently built, maintained comprehensive in a new town to a major public school in a rural setting), what the Inspectors believe to be 'good practice'. It looks at the professionalism and methods of art teachers, the attitudes of heads and pupils, teacher-pupil ratios, the range of activities followed and the contribution of LEA advisers.

Art in Secondary Education is by no means a description of 'top' art departments, but aims to give readers suggestions which may help to improve the quality of art in their own schools.

ISBN 0 11 270335 9 80 pages 60 colour, 29 b/w photos. Paperback

Historic Monuments of Northern Ireland. An Introduction and Guide. Dr Ann Hamlin. £3.50

Including 154 sites in state care and listing over 150 other monuments, this lavishly illustrated guide traces the prehistoric and historic background of the province and covers all the main types of monuments. An inventory, by county and by period, describes the history of each site in state care and features up-to-date references. A folding map inside the cover locates each site. The list of other monuments includes grid references and gives suggestions for further reading.

ISBN 0 337 08180 8 150 pages 11 colour, 100+ b/w photos, 20 plans. Paperback

Young People in the Eighties. A Survey. £4.50

This survey gives a fascinating insight into the motivations and aspirations of 14-19 year olds: essential reading for all those involved with this age group.

How do young people spend their leisure time and what are the reasons for their choices? What are their aspirations for work and adulthood? How do young people feel about themselves, their homes and their parents? What are their anxieties and concerns and where do they turn for help?

This survey of 600 14-19 year olds helps to identify areas of concern and gaps in services and facilities. Over 100 tables give detailed statistical and valuable data on ethnic minorities and the unemployed.

ISBN 0 11 270394 1 184 pages 100+ tables. Paperback



FREE

Take out a year's subscription to The Times Educational Supplement and we will also send you a free copy (worth £7.95) of the very latest hardback edition of Roget's Thesaurus specially bound for the Times Supplements. This 1,300 page edition contains thousands of clear and concise definitions of words and phrases in current usage. Simply complete the coupon below and send it together with your cheque or postal order for £30.00 to the address shown. This offer applies to new subscribers in the UK only.

THE TIMES Educational Supplement

Please send a free TES Roget's Thesaurus and a year's subscription to the Times Educational Supplement.

I enclose my cheque for £30.00. (Cheques made payable to Times Newspapers Ltd). Please send to:

NAME _____ ADDRESS _____

SIGNATURE _____ DATE _____

Please send this coupon with your cheque to FRANCES HOUSE, The Times Educational Supplement, Priority House, St. Johns Lane, London EC4M 3BX.

Physics on show



In spite of hosts of applications in their names and lives, school physics remains baffling and remote from the everyday experience of many pupils. In order to unravel some of the mysteries, "Physics at Work" exhibitions were initiated by the Institute of Physics in 1968, and have been staged regularly ever since.

During a three-day exhibition held on June 28-30 at Waltham Forest Teachers' Centre, about 1,000 children aged 14 to 15 from schools in Waltham Forest, Redbridge, Havering, ILA and Essex visited practical demonstrations by Physics Avonics, Marconi Avonics, Kasey Avonics, British National Committee for Electrotechnical National Maritime Institute, BP North East London Polytechnic and the Central Electricity Generating Board.

Teachers and pupils demonstrated a practical application of physics, such as the measurement of arterial pulse velocity (shown above), the operation of a photocopy and the testing of large structures in a wind tunnel. The exhibitors explained the physical principles underlying the application and then encouraged the children to participate and ask questions.

Children in groups of 12 to 15, accompanied by a teacher, visited the eight exhibits in turn, spending 20 minutes at each. This is a tight schedule but it is designed to enable all the children to get the most from their day.

An aid to their understanding is the information pack which is sent out to schools and distributed to pupils about two weeks before their visit. In it there is a summary of each exhibit and questions about it.

The exhibition has two aims: firstly to reveal the many and exciting career options for engineers and scientists and secondly to ensure that the value of physical science is understood by those children who may never enter the field. The future of science in Britain will depend on the awareness of future generations, so Physics at Work is an investment in both.

Jackie Hardie

Testimony of Labour

The Labour Movement - Robin Buss reviews 'What Went Wrong?'

What Went Wrong?
Channel 4
July 16, 23, and 30, 7.30 pm

"As far as I was concerned, the millennium had arrived," says one contributor to the first of these films, recalling the election of 1945. Tears of joy on the steps of the town hall and heroes returning to a land fit to live in, form the climax to this survey of more than a century of struggle and crisis the question that gives the series its title.

The history of subsequent Labour administrations and the party's current predicament are sufficient justification for that question. Post-war generations, if not overcome with laughter at the very idea of the New Jerusalem, may wonder how such optimism arose in the first place. The answer is here in Jeremy Seabrook's account of the growth of working-class consciousness and its expression both through political organizations and in the spirit of solidarity which, according to an interpretation subscribed to by all parties, extended to the period of the Second World War. This feeling of national unity in the face of a common enemy, reflecting the solidarity of the working class against its enemies, is part of the national myth and may help to explain the elation of those who secured the Labour victory in 1945.

The ground covered is not especially new. What is different is the way in which Seabrook narrates it, though at first sight the mixture of comment, interview and archive film might seem to follow the standard



television formula for the representation of social history. Only as the film proceeds does it become clear that the formula is being used to subvert the established norm.

The testimony of labour activists which forms the bulk of the material is not offered as illustration of the pronouncements of some higher authority, but as the only valid source for an understanding of how working people themselves felt about their lives. Seabrook, occupying the place usually reserved for the "expert" commentator, is identified for what he is: a social historian sitting in the comfort of his study and reading from a sheaf of notes, without the special authority conferred by voice-over or autocue. What he has to say is thus reduced to the same level as the pieces of statistical evidence, the archive film or the still

photographs which confirm the validity of individual testimony or generalize its political implications.

Make no mistake: the film-maker is there, insidiously as ever, arranging the material to tell a story which is familiar from textbooks. Here are the figures for life expectancy, industrial accidents, hours of work and rates of pay, sufficient explanation in themselves for revisionist at a system "in which the primary aim is the pursuit of profit" or the belief that "Socialism is the Hope of the World" (in the words of the *Socialist Hymn Book*). That is history and we can be moved in a sentimental way by the unpleasant realities it evokes.

"Mother was incredible really," says one speaker in an emotional tribute to just one of the miners' wives who washed, cooked and budgeted for children and for men who came back from their shifts saturated with coal dust: they managed through strikes, shared food with their neighbours, gave birth without hospital care and died in the back room. It needs no commentator's intervention to point out that the sufferings of the women, as much as the organized struggles of the men, created the ideals and values of the working class.

The experience of the children and grandchildren of the generation whose life this film records will be examined in subsequent programmes, ending on the usual studio discussion in which considered argument and expert opinion will no doubt have their say. It was good, for once, to see their authority subordinated to that of actual lived experience.

Young issues

David Self reviews 'Ear to the Ground'

YOUTH TELEVISION
Ear to the Ground
CITV for Channel Four
Mondays, 9.30pm

Once upon a time there were no television programmes for 18-25-year-olds. As soon as this became a cliché, people started making them. They were usually rather tedious rock 'n' roll shows in which groups and supposed comedians performed in studios filled with scaffolding, flashing lights, dry ice and clones of themselves. Now someone has had the wit to realize that not all 18-25-year-olds are rock fanatics; some are intelligent, and many are interested in the world around them.

To quote its own publicity "Ear to the Ground" is a current affairs programme aimed at the 18-25 age group, containing news of the week of particular interest to young people. It also contains more detailed filmed reports on everything from the fighting of young sportsmen and women to the dying continent of the Pacific. The production team is a group of three 21-



The Lobes, a family with their Ear to the Ground, re-enact some topical scenes

year-olds, working under a more experienced series producer.

It is presented by Julie Hall, a young graduate of Warwick University, and by David Barrie, until recently a pupil at University College School, Hampstead. During the first two programmes neither of them appeared to risk an ad-lib, but if they make as much progress during subsequent programmes as they did between those first two, they could soon be infuriatingly good.

The content has been predictably varied in both subject matter and quality. There was an excellent location report, called "The Meaning of L.I.F.E.", about the London International Financial Futures Exchange, which deserved a place in any magazine programme. Not unlike the Stock Exchange, there is so much frenzy in this market as options are traded that most of its brokers have to be in their early twenties. "We need people with brains who can cope with stress." There is an adjacent coronary room for those who can't stand the pace.

There have been other good features: on a young photographer making holograms; on a Waltham Youth Training Scheme; and on the youth wings of the political parties.

There have also been disasters: a studio interview on apartheid in sport in South Africa in which none of the right questions was asked, an unfunny situation comedy and a spot in which a "personality" looks back on his or her week. Mercifully, the last two were not in the second programme which implies an encouraging ability to learn quickly.

Journalistically, it could be much sharper. It would have been interesting to see the manager of Lip-ton's in Peterborough confronted by the accusations a young black was making about her treatment there, or to hear from the Merseyside garage owner who made so many deductions from an employee's wages that the boy's take-home pay was 16p. The victims deserve a chance to be heard - and what *Ear to the Ground* is in a unique position to achieve, is to let young people question those with power and responsibility.

The acid test of its success (or otherwise) is whether politicians one day consider an appearance on *Ear to the Ground* as important as on the Jimmy Young programme. For that to happen, the presenters must learn to be more perceptive (not abrasive) interviewers. And maybe they could get help with their links.



The Lobes' Opera, Wednesday, 21.00 C4

BRIEFINGS

radio & tv

Open University

Television (Saturday, 07.15 BBC1)
Why does the television test card look as it does? An explanation of how its construction helps the engineer check a particular fault.

Metamorphism in the Italian Alps (Sunday, 06.50 BBC1)
A study of how the European Alps illustrate the formation of mountains.

A Matter of Form (Sunday, 07.40 BBC2)
Under the general title of "Reading Development", this programme investigates ways of helping 13-year-olds think about work.

People Into Politics (Monday, 06.05 BBC2)

Three case studies filmed in Vancouver, Birmingham and Cracow of how people become involved in urban political movements. The Birmingham study looks at the opposition to the development of the airport.

A Policeman's Lot (Thursday, 17.10 BBC2)

How has a policeman's role changed over the years? Police instructors explain the new training scheme for recruits.

CE and general interest

Portraits of Power (Friday, 11.35 Thames)
Henry Fonda narrates the story of De Gaulle's return to power in 1958 in "De Gaulle Republican Monarch".

Well Being (Saturday, 16.35 C4)
A ten part series about the way people can maintain their own good health begins by asking, "Do you sincerely want to be thin?"

Back on Course (Sunday, 17.00, Friday, 23.00 VHF4)
A series examining opportunities for training and education available to the unemployed.

The Bottom Line (Sunday, 17.00 C4)
A look behind the headlines at what is happening in Britain's boardrooms and shopfloors. Andrew Neil reports on the recovery of Jaguar Cars.

The Beggar's Opera (Wednesday, 21.00 C4)
Paul Jones stars as Macheath in the National Theatre production of John Gay's ballad opera.

The Tudor Face (Wednesday, 22.20 C4)
Coinciding with the V and A's major exhibition of Tudor miniatures, the director, Sir Roy Strong, talks about three famous miniaturists, Hans Holbein, Nicholas Hilliard and Isaac Oliver. Special film techniques reveal the details of the miniatures themselves.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisement Rates:
Single Column £1.84 per line (min. 3 lines).
Classified Display £10.50 per s.c.c. (min. 9.5 cm x 2 £189.50).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Correction deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

Appointments vacant

Nursery Education 25
Other Appointments

Primary Education
Headships 25
Deputy Headships Senior Masters/Mistresses 26
Scale 2 Posts 26
Scale 1 Posts 26

Middle School Education
Deputy Headships Senior Masters/Mistresses 26
Modern Languages 26
Physical Education 26
Technical Studies 26
Other than by Subjects 27

Secondary Education
Headships 27
Remedial Posts 27
Art and Design 27

Classics 27
Commercial Subjects 27
Computer Studies 27
Economics 27
English 27
Geography 28
History 28
Home Economics 28
Humanities 29
Mathematics 31
Modern Languages 31
Music 31
Physical Education 32
Religious Education 32
Science 32
Social Studies 34
Speech and Drama 34
Technical Studies 35
Technology 35
Other than by Subjects 35

Special Education 27
Deputy Headships Senior Masters/Mistresses 35
Heads of Department 35
Scale 2 Posts 36
Scale 1 Posts 36
Appointments in Scotland 37
Independent Schools
Deputy Headships Senior Masters/Mistresses 37
Remedial Posts 37
Art and Design 37
Computer Studies 37
English 37
Geography 37
History 37
Home Economics 38
Mathematics 38
Modern Languages 38
Music 38
Pastoral 38
Physical Education 38
Religious Education 38

Science 38
Technical Studies 38
Other than by Subjects 39
Preparatory Schools
Headships 38
Classics 38
English 38
Modern Languages 39
Science 39
Other than by Subjects 39
Colleges of Further Education
Heads of Department 39
Other Appointments 39
Polytechnics
Other Appointments 41
Universities Appointments 41
Colleges of Higher Education
Other Appointments 42
Adult Education 42

Community Homes and Associated Institutes
Other Appointments 42
Youth and Community Service 42
Overseas Appointments 43
Administration
Local Education Authority 44
Education Psychologists 45
Examiners 46
Miscellaneous 46
Outdoor Education 46
English as a Foreign Language 46
English as a Second Language 47

Appointments wanted 47
Tuition 47
Educational Courses 47
Awards and Scholarships 47
Announcements 47
For Sale and Wanted 47
Holidays and Accommodation 47
Partnerships 47
Properties for Sale and Wanted 47
Typing and Duplicating 47

HEADSHIP
(RE-ADVERTISEMENT)
Cliff Lane County Primary School
Ipswich
Group 5: Ages 5-11
Number on Roll: 280

Applications are invited from suitably qualified and experienced teachers for the post of Head of the above-named school.

The school was built in 1939 to serve a pleasant residential area near the town centre. It contains a 24 place area unit for junior children with special educational needs for which an additional allowance is paid.

The appointment will date from the beginning of the Spring term 1984.

Previous applicants who wish to have their applications reconsidered must please write to this effect.

Further details and application forms are available from the County Education Officer, Grimswood Street, Ipswich IP4 1LJ (see please) and completed forms should be returned by 29th July, 1983.

Suffolk County Council

HEADSHIP
Required for 1 January, 1984.
RICKLING C OF E (CONTROLLED) PRIMARY SCHOOL (Group 2)
Rickling, Saffron Walden, Essex.
Closing date: 5 August 1983.
Removal and disturbance allowance scheme in operation.
Please send foolscap a.s.e. for application form and further details to County Education Officer, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

ESSEX County Council

CHESHIRE EDUCATION COMMITTEE
HALES BANK CHESHIRE
PRINCIPAL SCHOOL
Hesley Road, Widnes, Cheshire
GROUP 3
HEADTEACHER

Application forms and further particulars are obtainable from the District Education Officer, Grosvenor House, Grosvenor Road, Chester, Cheshire, CH1 4BQ. Closing date 29th July 1983.

DORSET
STANLEY ST MARY'S ROMAN CATHOLIC PRIMARY SCHOOL
St Mary's Lane, Bournemouth DT8 3JF
HEADTEACHER (Group 3)

Further details and application forms obtainable from the Education Officer, County Hall, Bournemouth DT1 1XJ (Telephone 825) (14565).

CHESHIRE EDUCATION COMMITTEE
ST. ANNE'S C.E. PRIMARY SCHOOL
Latham Avenue, Warrington, Cheshire
Tel: Warrington 39810

Required for September (or as soon as possible) (NURSERY TRAINED).

20 place Nursery Unit.

Please state particular strengths and interests.

Command Christian preferred.

Application forms available from and returnable to: District Education Officer, Priestley House, Cheshire Street, Warrington, Cheshire, WA1 1JH. Closing date 29th July 1983. 100026

HAMPSHIRE
HURSTBOURNE TARRANT C.E. PRIMARY SCHOOL
Hurstbourne Tarrant, Bournemouth DT8 3JF
Required for January 1984. Group 3 - Headteacher. Further details and application forms obtainable from the Education Officer, County Hall, Bournemouth DT1 1XJ (Telephone 825) (14565).

HAMPSHIRE
THORN GROVE JUNIOR SCHOOL
Thorn Grove, Bishop's Cleeve, Gloucestershire GL5 2JF
Required for January 1984. Application forms and further particulars available from the Education Officer, County Hall, Bournemouth DT1 1XJ (Telephone 825) (14565).

HERTFORDSHIRE
THORN GROVE JUNIOR SCHOOL
Thorn Grove, Bishop's Cleeve, Gloucestershire GL5 2JF
Required for January 1984. Application forms and further particulars available from the Education Officer, County Hall, Bournemouth DT1 1XJ (Telephone 825) (14565).

Appointment of Headteacher

HEATHFIELD PRIMARY SCHOOL
Scotfold Road, Basford, Nottingham NG5 1JU.

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Headteacher.

Number on roll: 170
Salary Group: 4
Vacant: 1st January 1984.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £248 p.a. THROUGHOUT THE COUNTY.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.

HEADSHIP

ST ANNE'S COUNTY FIRST
Stanwell, Staines
HEADTEACHER required January 1984 for this Group 4 First School for pupils aged 5-8 years.
Estimated N.O.F. (January 1984) 187 plus 20 Nursery pupils.
Salary scale £10,572-£11,784 p.a.
Application form and further details available from County Education Officer (T/P/EEB), County Hall, Kingston-upon-Thames, KT1 2DA (a.s.e. please).
Application forms to be returned not later than 29th July, 1983.

ROSELLINI'S HISTORIC MASTERPIECE
THE RISE OF LOUIS XIV
"Nothing less than astonishing" CITY LIMITS
"One of the Director's most fascinating efforts."
Highly recommended
"An aesthetic experience"
GUARDIAN
TIMES
Props 3.00 £0.07.009.00

MINEMA 45 Knightsbridge
229-233 ALL SEATERS AVAILABLE

HAMPSHIRE
LORD MAYOR TRELOAR
Has been appointed
Head of Department for
Remedial and Slow Learning

Required from 1st October 1980 or as soon as possible thereafter, to lead the
of six full time and two
opportunities for curricular
and extra-curricular activities. This is a non-maintained
special boarding school for
special physical education boys and girls of normal
intelligence.

Salary \$18) for a well-
trained and experienced teacher
with a minimum of 7 years' experience.
Accommodation must be
available at a suitable location.
AAE for further details
application form to:
Mr. J. H. Treloar, Lord Mayor
College, Upper, Ac
Chesham, Bucks HP8 4

Following appointments, except where
able from and returnable to the
e stated. A stamped address
e enclosed with all requests for

(18484) 51 Application 13482

Richmond, Va. (15955)

an equal opportu

employer

Apply in writing to
Headmaster, immediately
the names and address
two referees. (16252) 11

Please see Sec 2
medial Scale 1 for
formation. (12181)

1st. Berkshires Co
an equal op
player. (15089)

with curriculum vitae and
names and addresses of
references. (15207) 14

County

ncil

an equal opportunity employer

ER
 uary 1984
S SCHOOL
Philpott Avenue,
Sea, Essex, SS
 are primarily for children with
 difficulties.
 ugust, 1983.
 rbanance allowance scheme
 eap s.a.s. for application
 details to County Education
 eale House, Market Road
 x, CM1 1LD.
SEX
 ncl

三

County Council

EX

1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 26

1983.

general for all

EDUCATIONAL PSYCHOLOGISTS

NORTHAMPTONSHIRE
TEMPORARILY
EDUCATIONAL
PSYCHOLOGIST
Southbury School 074 5111
to 1177. Salary £10,457
plus 11%.

Applications are invited from suitably qualified persons for the above post on a temporary basis from 17 October 1983 to cover the absence of a permanent member of staff.

Applicants should have an Honours Degree in Psychology or a related subject, and should have a recognised postgraduate qualification in Educational Psychology, or equivalent, by October 1983.

The post holder will be expected to have a full driving licence and an allowance will be made for the use of a private car for official duties.

Further details and application forms, returnable to Mr. J. H. Jones, Educational Services, Northampton, NN2 6PL.

For informal information contact Mr. J. H. Jones, Educational Services, Northampton, NN2 6PL.

It is anticipated that interviews for the post will be held during the second week of August. 500000

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of Chief Examiner for the 1985 examination.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of Chief Examiner for the 1985 examination.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Miscellaneous

LONDON
Y.M.C.A.

Intelligent for September 1983. For a large modern leisure centre.

Two enthusiastic and committed people with initiative and qualifications in PE or related subjects, to work as members of a dedicated team.

Physical Education Director - Scale 5.

2 Assistant PE Director - Scale 3.

Applications with full curriculum vitae sent to: Mr. J. H. Jones, Educational Services, Northampton, NN2 6PL.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

**MINERVA OUTDOOR VEN-
TURES**
Lenders in Multi-
activity Venues for schools,
clubs, colleges, etc. For
details, contact: Mr. J. H. Jones,
Educational Services, Northampton,
NN2 6PL. Tel: 01603 511111.

TOWER HAMLETS
LONDON BOROUGH OF
TOWER HAMLETS

DIRECTORATE OF
COMMUNITY SERVICES
COMMUNITY SPORTS
ORGANISER

£7,358 - £8,139

We have a vacancy for an enthusiastic and hard-working person with a genuine interest in sport and an ability to communicate with all age groups.

The person appointed will be required to organise and coordinate a wide range of sporting activities for the community.

Hours of duty will include some evenings and weekends.

Job description forms and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGISTS

£9,069-£14,868 inclusive,
plus appropriate car allowance

Applications are invited for the post of Educational Psychologist in the Schools Psychological Service. Candidates should have an Honours Degree in Psychology, at least two years teaching experience and a postgraduate qualification in educational psychology.

Preference will be given to those with previous experience who can offer some specialist contribution.

Further particulars and application form from:
The Director of Educational Services
Education Office
255-259 High Road
Ilford, Essex IG1 1NN

Closing date: 2nd August, 1983.

Redbridge
London BoroughNORTHWICK PARK HOSPITAL
& CLINICAL RESEARCH CENTRE

NPW

Nursing Practice Research Unit
PROJECT LEADER

Salary Scale (UGC)
£7,180-£11,615 per annum
London Weighting Allowance: £1,188 per annum

Applications are invited for the post of Project Leader in the Nursing Practice Research Unit, a national unit, established by the Department of Health and Social Security, at Northwick Park Hospital. Applicants should hold an appropriate degree or social science degree; an interest in one of the concepts central to nursing such as pain, sleep, or patient mobility; have suitable research experience, and preferably hold a nursing qualification.

The appointment is initially for a period of three years. The Project Leader will primarily be responsible for research concerned with the development of criteria to measure the effectiveness of nursing care. In addition, the Unit as a national centre for research into clinical nursing practices. This includes an interest in the development of research techniques for Nursing Practice research in general.

Interested applicants are welcome to contact Dr Rosemary Crow, Director, Nursing Practice Research Unit, for informal discussion before submission of application. Tel: 01-422 1370.

Further particulars and application forms can be obtained from:
Personnel Department (Nursing), Northwick Park Hospital, Watford Road, Harrow, Middlesex HA1 3UJ.
Tel: 01-884 5311, Ext. 2774

Closing date: 5th August, 1983.

English as a Foreign Language

LONDON W1
School urgently required for teaching English as a Foreign Language. One week introductory course. Salary £10,000 p.a. plus 11%.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

ENGLISH AS FOREIGN LANGUAGE

NOTTINGHAMSHIRE
COUNTY COUNCIL

SEATON HALL INTERNATIONAL TEFL Training

A combination of Diplomatic and Teaching experience for teachers or graduates in need of a Postgraduate Certificate in Teaching English as a Foreign Language (TEFL) or Diploma in TEFL.

Write for details to: The Registrar, Seaton Hall International, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Education Centre

SHIRE, CAMBERNURTH
SCHOOLS IN
BUMPHRE & RAMA

Litigation Festival July 1983. 10th to 12th July. 10th to 12th July. 10th to 12th July.

Write for details to: The Registrar, Seaton Hall International, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a degree or equivalent qualification in Education, and a minimum of four years' experience in examining.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 113, Great Russell Street, London WC1B 3AB.

Applicants should have a